

Second Grade English Language Arts Standards

Strand: reading Standards for Literature Grade Level: 2

Substrands & Standards

Key Ideas and Details

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

Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.)
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. 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

7. Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)
9. 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

10. 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.

Strand: Reading Standards for Informational Text Grade Level: 2

Substrands & Standards

Key Ideas and Details

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

Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language standards 4-6 for additional expectations.)
5. 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.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

10. 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.

Strand: Reading Standards: Foundational Skills Grade Level: 2

Substrands & Standards

Print Concepts

1. n/a

Phonological Awareness

2. n/a

Phonics and Word Recognition

3. 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.

Second Grade English Language Arts Standards

Fluency

4. 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.

Strand: Writing Standards Grade Level: 2

Substrands & Standards

Text Types and Purposes

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.
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.
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.

Production and Distribution of Writing

4. 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.)
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. 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 and Present Knowledge

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).
8. Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)

Range of Writing

10. 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.

Strand: Speaking and Listening Standards Grade Level: 2

Substrands & Standards

Comprehension and Collaboration

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.
2. 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.
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.

Presentation of Knowledge and Ideas

4. 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.
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.
6. 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.)

Strand: Language Standards Grade Level: 2

Substrands & Standards

Second Grade English Language Arts Standards

Conventions of Standard English

1. 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*).
2. 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).
 - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

3. 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

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.
 - 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.
5. Demonstrate understanding of 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 meanings among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
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).

Second Grade Math Standards

Operations and Algebraic Thinking

2.OA

Represent and solve problems involving addition and subtraction.

1. 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.

Add and subtract within 20.

2. 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.

3. 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.
4. 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.

Number and Operations in Base Ten

2.NBT

Understand place value.

1. 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).
2. Count within 1000; skip-count by 2s, 5s, 10s, and 100s. CA
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
4. 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.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
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.
- 7.1 Use estimation strategies to make reasonable estimates in problem solving. CA
8. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.

Measurement and Data

2.MD

Measure and estimate lengths in standard units.

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
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.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Second Grade Math Standards

Relate addition and subtraction to length.

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.
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.

Work with time and money.

7. 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). CA
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?*

Represent and interpret data.

9. 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.
10. 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

2.G

Reason with shapes and their attributes.

1. 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.
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
3. 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 English Language Development Standards

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part I, strands 1–8 Corresponding Common Core State Standards for English Language Arts:</p> <ol style="list-style-type: none"> 1. SL.2.1,6; L.2.1,3,6 2. W.2.6; L.2.1,3,6 3. SL.2.1,6; L.2.1,3,6 4. W.2.4-5; SL.2.1,6; L.2.1,3,6 5. SL.2.1-3; L.2.3 6. RL.2.1-7,9-10; RI.2.1-7,9-10; SL.2.2-3; L.2.3,4,6 7. RL.2.3-4,6; RI.2.2,6,8; SL.2.3; L.2.3-6 8. RL.2.4-5; RI.2.4-5; SL.2.3; L.2.3-6 <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include:</p> <p>Informational text types include: description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers’ theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>A. Collaborative</p>	<p style="text-align: center;">Emerging</p> <ol style="list-style-type: none"> 1. Exchanging information and ideas Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using gestures, words, and learned phrases. 2. Interacting via written English Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc. 3. Offering opinions Offer opinions and negotiate with others in conversations using learned phrases (e.g., <i>I think X.</i>), as well as open responses, in order to gain and/or hold the floor. 4. Adapting language choices Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom) with substantial support from peers or adults. 5. Listening actively Demonstrate active listening to read- alouds and oral presentations by asking and answering basic questions with oral sentence frames and substantial prompting and support. 6. Reading/viewing closely Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support. 7. Evaluating language choices Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character) with prompting and substantial support. 8. Analyzing language choices Distinguish how two different frequently-used words (e.g., describing a character as <i>happy</i> versus <i>angry</i>) produce a different effect on the audience. 	<p style="text-align: center;">Expanding</p> <ol style="list-style-type: none"> 1. Exchanging information and ideas Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, and adding relevant information. 2. Interacting via written English Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc. 3. Offering opinions Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, but X.</i>), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, etc. 4. Adapting language choices Adjust language choices (e.g., vocabulary, use of dialogue, etc.) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults) with moderate support from peers or adults. 5. Listening actively Demonstrate active listening to read- alouds and oral presentations by asking and answering detailed questions with oral sentence frames and occasional prompting and support. 6. Reading/viewing closely Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support. 7. Evaluating language choices Describe the language writers or speakers use to present or support an idea (e.g., the author’s choice of vocabulary or phrasing to portray characters, places, or real people) with prompting and moderate support. 8. Analyzing language choices Distinguish how two different words with similar meaning (e.g., describing a character as <i>happy</i> versus <i>ecstatic</i>) produce shades of meaning and different effects on the audience 	<p style="text-align: center;">Bridging</p> <ol style="list-style-type: none"> 1. Exchanging information and ideas Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback. 2. Interacting via written English Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc. 3. Offering opinions Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., <i>That’s a good idea, but X</i>), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc. 4. Adapting language choices Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher) with light support from peers or adults. 5. Listening actively Demonstrate active listening to read- alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support. 6. Reading/viewing closely Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support. 7. Evaluating language choices Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough) with light support. 8. Analyzing language choices Distinguish how multiple different words with similar meaning (e.g., <i>pleased</i> versus <i>happy</i> versus <i>ecstatic</i>, <i>heard</i> or <i>knew</i> versus <i>believed</i>) produce shades of meaning and different effects on the audience.

Second Grade English Language Development Standards

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part I, strands 9–12 Corresponding Common Core State Standards for English Language Arts</p> <p>9. SL.2.4-6; L.2.1,3,6 10. W.2.1-8,10; L.2.1-3,6 11. W.2.1,4,10; SL.2.4,6; L.2.1-3,6 12. W.2.4-5; SL.2.4,6; L.2.1,3,5-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	C. Productive	<p style="text-align: center;">Emerging</p> <p>9. Presenting Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).</p> <p>10. Writing Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.</p> <p>11. Supporting opinions Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).</p> <p>12. Selecting language resources a) Retell texts and recount experiences using a select set of key words. b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>generous</i> to describe a character, using the word <i>lava</i> to explain volcanic eruptions) while speaking and writing.</p>	<p style="text-align: center;">Expanding</p> <p>9. Presenting Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal).</p> <p>10. Writing Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</p> <p>11. Supporting opinions Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.</p> <p>12. Selecting language resources a) Retell texts and recount experiences using complete sentences and key words. b) Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>scurry</i> versus <i>dash</i>) while speaking and writing.</p>	<p style="text-align: center;">Bridging</p> <p>9. Presenting Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem).</p> <p>10. Writing Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.</p> <p>11. Supporting opinions Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.</p> <p>12. Selecting language resources a) Retell texts and recount experiences using increasingly detailed complete sentences and key words. b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was <i>as quick as a cricket</i>.) to create an effect, precision, and shades of meaning while speaking and writing.</p>

Second Grade English Language Development Standards

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part II: Learning About How English Works				
Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts:</p> <p>1. RL.2.5; RI.2.5; W.2.1-5; SL.2.4</p> <p>2. RL.2.5; RI.2.5; W.2.1-4; SL.2.4; L.2.1,3</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>A. Structuring Cohesive Texts</p>	<p style="text-align: center;">Emerging</p> <p>1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p> <p>2. Understanding cohesion Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., <i>today, then</i>) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p style="text-align: center;">Expanding</p> <p>1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an information report is organized by topic and details) to comprehending texts and composing texts with increasing independence.</p> <p>2. Understanding cohesion Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., <i>after a long time, first/next</i>) to comprehending texts and writing texts with increasing independence.</p>	<p style="text-align: center;">Bridging</p> <p>1. Understanding text structure Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and writing texts independently.</p> <p>2. Understanding cohesion Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, after that, suddenly</i>) to comprehending and writing texts independently.</p>

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part II: Learning About How English Works				
Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts:</p> <p>3. W.2.5; SL.2.6; L.2.1,3,6</p> <p>4. W.2.5; SL.2.6; L.2.1,3,6</p> <p>5. W.2.5; SL.2.4,6; L.2.1,3,6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>B. Expanding & Enriching Ideas</p>	<p style="text-align: center;">Emerging</p> <p>3. Using verbs and verb phrases a) Use frequently used verbs (e.g., walk, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently. b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently.</p> <p>4. Using nouns and noun phrases Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.</p> <p>5. Modifying to add details Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as <i>at school, with my friend</i>) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.</p>	<p style="text-align: center;">Expanding</p> <p>3. Using verbs and verb phrases a) Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence. b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) with increasing independence.</p> <p>4. Using nouns and noun phrases Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, etc., with increasing independence.</p> <p>5. Modifying to add details Expand sentences with a growing number of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.</p>	<p style="text-align: center;">Bridging</p> <p>3. Using verbs and verb phrases a) Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently. b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) independently.</p> <p>4. Using nouns and noun phrases Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of phrases/sentences and to add details about ideas, people, things, etc., independently.</p> <p>5. Modifying to add details Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.</p>

Second Grade English Language Development Standards

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part II: Learning About How English Works

Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts:</p> <p>6. W.2.1-3,5; SL.2.4,6; L.2.1,3,6 7. W.2.1-3,5; SL.2.4,6; L.2.1,3,6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational</p> <p>text types include: description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>C. Connecting & Condensing Ideas</p>	<p style="text-align: center;">Emerging</p> <p>6. Connecting ideas Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using <i>and, but, so</i>) in shared language activities guided by the teacher and sometimes independently.</p> <p>7. Condensing ideas Condense clauses in simple ways (e.g., changing: <i>It's green. It's red.</i> -> <i>It's green and red.</i>) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.</p>	<p style="text-align: center;">Expanding</p> <p>6. Connecting ideas Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., <i>She jumped because the dog barked</i>) with increasing independence.</p> <p>7. Condensing ideas Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <i>It's a plant. It's found in the rainforest.</i> -> <i>It's a green and red plant that's found in the rainforest.</i>) to create precise and detailed sentences with increasing independence.</p>	<p style="text-align: center;">Bridging</p> <p>6. Connecting ideas Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., <i>The boy was hungry. The boy ate a sandwich.</i> -> <i>The boy was hungry so he ate a sandwich.</i>) independently.</p> <p>7. Condensing ideas Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, <i>It's a plant. It's green and red. It's found in the tropical rainforest.</i> -> <i>It's a green and red plant that's found in the tropical rainforest.</i>) to create precise and detailed sentences independently.</p>

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part III: Using Foundational Literacy Skills

<p>Foundational Literacy Skills:</p> <p style="text-align: center;">Literacy in an Alphabetic Writing System</p> <ul style="list-style-type: none"> • Print concepts • Phonological awareness • Phonics & word recognition • Fluency 	<p>See Appendix A for information on teaching reading foundational skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are:</p> <ul style="list-style-type: none"> • Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. • Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). • Differences between native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).
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Second Grade History/Social Studies Standards

PEOPLE WHO MAKE A DIFFERENCE

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

2.1 Students differentiate between things that happened long ago and things that happened yesterday.

1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
2. Compare and contrast their daily lives with those of their parents, grandparents, and/ or guardians.
3. Place important events in their lives in the order in which they occurred (for example, on a time line or storyboard).

➤ Web Links

- http://www.teach-nology.com/web_tools/materials/timelines/
Timeline Site – scroll down to see vertical or horizontal choices
- <http://www.ourtimelines.com/>
Make you own timeline
- <http://www.opencourtresources.com/>
Second grade –Our Country and its People –lesson plans – Family History Project:
- http://score.rims.k12.ca.us/score_lessons/ontario/
History of a Pioneer family in Ontario, CA
- <http://score.rims.k12.ca.us/resources/search/?k=ontario>
Ontario-Then and Now
- http://score.rims.k12.ca.us/activity/foot_to_flight/
Footsteps to Flight: Virtual museum of the history of transportation
- http://edsitement.neh.gov/view_lesson_plan.asp?id=319
Reading, Writing and ‘Rithmetic in a one room schoolhouse (see how children learned, played and traveled to school a hundred years ago)
- <http://www.unitedstreaming.com>
 - Play and Discover with Digger and Splat: Growing Up-(timeline of life)
 - What is A Family (segment – family history)
 - All About Families

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.
3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.
4. Compare and contrast basic land use in urban, suburban, and rural environments in California.

➤ Web Links

- <http://www.mrsbogucki.com/cgi-bin/quiz.pl?FILE=mapping>
Can you read a map? Use the map to answer questions.
- www.yourchildlearns.com/us_map.htm
(maps that teach)
- www.yourchildlearns.com/geography.htm
Interactive maps
- <http://interactive2.usgs.gov/learningweb/teachers/mapadv.htm>
Site introduces maps and has lessons and activities on how to use maps
- <http://www.unitedstreaming.com>

- Where do you live? (compare life on a farm, in a city and in a suburb)
- Understanding Maps :Key to Everywhere
- American Geography Close – Ups: Maps, Regions, Resources, Climates
- Neighborhoods: Understanding Where We Live

2.3 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.
2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.

➤ **Web Links**

- <http://www.northvalley.net/kids/government.shtml>
Kid's World Government (Links to departments, branches, FBI...)
- <http://www.assembly.ca.gov/kids/kids1/kids1.htm>
(how ideas become laws)
- <http://bensguide.gpo.gov/k-2/index.html>
Select grade level – site explores parts of government and their jobs
- <http://www.unitedstreaming.com>
 - This is our government -The 3 branches and their jobs
 - Community rules and laws
 - Cops are Tops: Our Police at Work
 - Crime Prevention: It's Elementary

2.4 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).

➤ **Web Links**

- <http://www.econedlink.org/lessons/em457/popupActivity2.htm>
Interactive slide show and quiz on producers
- <http://www.econedlink.org/lessons/em457/popupActivity.htm>
Interactive slide show and quiz on consumers
- <http://www.econedlink.org/lessons/index.cfm?lesson=EM464&page=teacher>
Consumer lesson using the rhyme Simple Simon
- <http://www.zillions.org/>
Consumer Reports for Kids Site – toy testing, ad smarts, money smarts
- <http://www3.sympatico.ca/dalia/buy0/>
Be a Consumer Hero not a Zero
- <http://maple.dnr.cornell.edu/produc/index.htm>
Maple Syrup – Learn how the make it, methods then and now
- <http://rims.k12.ca.us/activity/experimentalfarm/>
Virtual tour of a farm to see how to prepare, plant and harvest crops
- <http://www.unitedstreaming.com>
 - Lets explore: around the farm –Farming now and then
 - How communities grow/change (how industries are built around natural resources)
 - Production Workers: And the Goods They Make
 - Rice: Growing and Harvesting

2.5 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 from biographies of heroes such as Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson and Sally Ride.

➤ **Web Links**

- <http://www.americaslibrary.gov/cgi-bin/page.cgi>
America's Story - Meet Amazing Americans, Jump Back into Time
- <http://www.siec.k12.in.us/~west/proj/lincoln/class.htm>
Abraham Lincoln – classroom activities
- http://starchild.gsfc.nasa.gov/docs/StarChild/whos_who_level2/ride.html
(Sally Ride)
- http://www.imahero.com/herohistory/abe_herohistory.htm
(biography of Lincoln with activities and timeline)
- <http://www.unitedstreaming.com>
 - Presidents Day: Washington and Lincoln
 - Animated Heroes Classic: President Abraham Lincoln, Harriet Tubman, Florence Nightingale, Marie Curie, Helen Keller, Benjamin Franklin, and George Washington

Second Grade

The performance expectations in second grade help students formulate answers to questions such as: “How does land change and what are some things that cause it to change? What are the different kinds of land and bodies of water? How are materials similar and different from one another, and how do the properties of the materials relate to their use? What do plants need to grow? How many types of living things live in a place?” Second grade performance expectations include PS1, LS2, LS4, ESS1, ESS2, and ETS1 Disciplinary Core Ideas from the *NRC Framework*. Students are expected to develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination. Students are also expected to compare the diversity of life in different habitats. An understanding of observable properties of materials is developed by students at this level through analysis and classification of different materials. Students are able to apply their understanding of the idea that wind and water can change the shape of the land to compare design solutions to slow or prevent such change. Students are able to use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth. The crosscutting concepts of patterns; cause and effect; energy and matter; structure and function; stability and change; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the second grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

2-PS1 Matter and its Interactions

2-PS1 Matter and its Interactions

Students who demonstrate understanding can:

- 2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.** [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]
- 2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.*** [Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.] [Assessment Boundary: Assessment of quantitative measurements is limited to length.]
- 2-PS1-3. 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.** [Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.]
- 2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.** [Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> ▪ Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-PS1-1) <p>Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> ▪ Analyze data from tests of an object or tool to determine if it works as intended. (2-PS1-2) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and Ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> ▪ Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (2-PS1-3) <p>Engaging in Argument from Evidence Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).</p> <ul style="list-style-type: none"> ▪ Construct an argument with evidence to support a claim. (2-PS1-4) <hr style="border: 0; border-top: 1px dashed #000; margin: 10px 0;"/> <p style="text-align: center;">Connections to Nature of Science</p> <hr style="border: 0; border-top: 1px dashed #000; margin: 10px 0;"/> <p>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</p> <ul style="list-style-type: none"> ▪ Scientists search for cause and effect relationships to explain natural events. (2-PS1-4) 	<p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> ▪ Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (2-PS1-1) ▪ Different properties are suited to different purposes. (2-PS1-2),(2-PS1-3) ▪ A great variety of objects can be built up from a small set of pieces. (2-PS1-3) <p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> ▪ Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (2-PS1-4) 	<p>Patterns</p> <ul style="list-style-type: none"> ▪ Patterns in the natural and human designed world can be observed. (2-PS1-1) <p>Cause and Effect</p> <ul style="list-style-type: none"> ▪ Events have causes that generate observable patterns. (2-PS1-4) ▪ Simple tests can be designed to gather evidence to support or refute student ideas about causes. (2-PS1-2) <p>Energy and Matter</p> <ul style="list-style-type: none"> ▪ Objects may break into smaller pieces and be put together into larger pieces, or change shapes. (2-PS1-3) <hr style="border: 0; border-top: 1px dashed #000; margin: 10px 0;"/> <p style="text-align: center;">Connections to Engineering, Technology, and Applications of Science</p> <hr style="border: 0; border-top: 1px dashed #000; margin: 10px 0;"/> <p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <ul style="list-style-type: none"> ▪ Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world. (2-PS1-2)
<p><i>Connections to other DCIs in second grade:</i> N/A</p> <p><i>Articulation of DCIs across grade-levels:</i> 4.ESS2.A (2-PS1-3); 5.PS1.A (2-PS1-1),(2-PS1-2),(2-PS1-3); 5.PS1.B (2-PS1-4); 5.LS2.A (2-PS1-3)</p> <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. (2-PS1-4)</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-PS1-4)</p> <p>RI.2.8 Describe how reasons support specific points the author makes in a text. (2-PS1-2),(2-PS1-4)</p> <p>W.2.1 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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. (2-PS1-4)</p> <p>W.2.7 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). (2-PS1-1),(2-PS1-2),(2-PS1-3)</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1),(2-PS1-2),(2-PS1-3)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (2-PS1-2)</p> <p>MP.4 Model with mathematics. (2-PS1-1),(2-PS1-2)</p> <p>MP.5 Use appropriate tools strategically. (2-PS1-2)</p> <p>2.MD.D.10 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. (2-PS1-1),(2-PS1-2)</p>		

2-LS2 Ecosystems: Interactions, Energy, and Dynamics

2-LS2 Ecosystems: Interactions, Energy, and Dynamics

Students who demonstrate understanding can:

2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow. [Assessment Boundary: Assessment is limited to testing one variable at a time.]

2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none"> Develop a simple model based on evidence to represent a proposed object or tool. (2-LS2-2) <p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-LS2-1) 	<p>LS2.A: Interdependent Relationships in Ecosystems</p> <ul style="list-style-type: none"> Plants depend on water and light to grow. (2-LS2-1) Plants depend on animals for pollination or to move their seeds around. (2-LS2-2) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. (secondary to 2-LS2-2) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> Events have causes that generate observable patterns. (2-LS2-1) <p>Structure and Function</p> <ul style="list-style-type: none"> The shape and stability of structures of natural and designed objects are related to their function(s). (2-LS2-2)
<p><i>Connections to other DCIs in second grade:</i> N/A</p> <p><i>Articulation of DCIs across grade-levels:</i> K.LS1.C (2-LS2-1); K-ESS3.A (2-LS2-1); K.ETS1.A (2-LS2-2); 5.LS1.C (2-LS2-1); 5.LS2.A (2-LS2-2)</p> <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>W.2.7 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). (2-LS2-1)</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-LS2-1)</p> <p>SL.2.5 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. (2-LS2-2)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (2-LS2-1)</p> <p>MP.4 Model with mathematics. (2-LS2-1),(2-LS2-2)</p> <p>MP.5 Use appropriate tools strategically. (2-LS2-1)</p> <p>2.MD.D.10 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. (2-LS2-2)</p>		

2-LS4 Biological Evolution: Unity and Diversity

2-LS4 Biological Evolution: Unity and Diversity

Students who demonstrate understanding can:

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats. [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> Make observations (firsthand or from media) to collect data which can be used to make comparisons. (2-LS4-1) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> Scientists look for patterns and order when making observations about the world. (2-LS4-1) 	<p>LS4.D: Biodiversity and Humans</p> <ul style="list-style-type: none"> There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1) 	
<p><i>Connections to other DCIs in second grade:</i> N/A</p> <p><i>Articulation of DCIs across grade-levels:</i> 3.LS4.C (2-LS4-1); 3.LS4.D (2-LS4-1); 5.LS2.A (2-LS4-1)</p> <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>W.2.7 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). (2-LS4-1)</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-LS4-1)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (2-LS4-1)</p> <p>MP.4 Model with mathematics. (2-LS4-1)</p> <p>2.MD.D.10 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. (2-LS4-1)</p>		

2-ESS1 Earth's Place in the Universe

2-ESS1 Earth's Place in the Universe

Students who demonstrate understanding can:

2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

[Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.] [Assessment Boundary: Assessment does not include quantitative measurements of timescales.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> ▪ Make observations from several sources to construct an evidence-based account for natural phenomena. (2-ESS1-1) 	<p>ESS1.C: The History of Planet Earth</p> <ul style="list-style-type: none"> ▪ Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1) 	<p>Stability and Change</p> <ul style="list-style-type: none"> ▪ Things may change slowly or rapidly. (2-ESS1-1)
<p><i>Connections to other DCIs in second grade:</i> N/A</p> <p><i>Articulation of DCIs across grade-levels:</i> 3.LS2.C (2-ESS1-1); 4.ESS1.C (2-ESS1-1); 4.ESS2.A (2-ESS1-1)</p> <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. (2-ESS1-1)</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-ESS1-1)</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (2-ESS1-1)</p> <p>W.2.7 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). (2-ESS1-1)</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-ESS1-1)</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2-ESS1-1)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (2-ESS1-1)</p> <p>MP.4 Model with mathematics. (2-ESS1-1)</p> <p>2.NBT.A Understand place value. (2-ESS1-1)</p>		

2-ESS2 Earth's Systems

2-ESS2 Earth's Systems

Students who demonstrate understanding can:

2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*

[Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.]

2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area. [Assessment Boundary: Assessment does not include quantitative scaling in models.]

2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none"> ▪ Develop a model to represent patterns in the natural world. (2-ESS2-2) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> ▪ Compare multiple solutions to a problem. (2-ESS2-1) <p>Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</p> <ul style="list-style-type: none"> ▪ Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question. (2-ESS2-3) 	<p>ESS2.A: Earth Materials and Systems</p> <ul style="list-style-type: none"> ▪ Wind and water can change the shape of the land. (2-ESS2-1) <p>ESS2.B: Plate Tectonics and Large-Scale System Interactions</p> <ul style="list-style-type: none"> ▪ Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS2-2) <p>ESS2.C: The Roles of Water in Earth's Surface Processes</p> <ul style="list-style-type: none"> ▪ Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (2-ESS2-3) <p>ETS1.C: Optimizing the Design Solution</p> <ul style="list-style-type: none"> ▪ Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (secondary to 2-ESS2-1) 	<p>Patterns</p> <ul style="list-style-type: none"> ▪ Patterns in the natural world can be observed. (2-ESS2-2),(2-ESS2-3) <p>Stability and Change</p> <ul style="list-style-type: none"> ▪ Things may change slowly or rapidly. (2-ESS2-1) <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <hr style="border-top: 1px dashed black;"/> <p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <ul style="list-style-type: none"> ▪ Developing and using technology has impacts on the natural world. (2-ESS2-1) <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <hr style="border-top: 1px dashed black;"/> <p>Science Addresses Questions About the Natural and Material World</p> <ul style="list-style-type: none"> ▪ Scientists study the natural and material world. (2-ESS2-1)
<p><i>Connections to other DCIs in second grade:</i> 2.PS1.A (2-ESS2-3)</p> <p><i>Articulation of DCIs across grade-levels:</i> K.ETS1.A (2-ESS2-1); 4.ESS2.A (2-ESS2-1); 4.ESS2.B (2-ESS2-2); 4.ETS1.A (2-ESS2-1); 4.ETS1.B (2-ESS2-1); 4.ETS1.C (2-ESS2-1); 5.ESS2.A (2-ESS2-1); 5.ESS2.C (2-ESS2-2),(2-ESS2-3)</p> <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-ESS2-1)</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. (2-ESS2-1)</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (2-ESS2-3)</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-ESS2-3)</p> <p>SL.2.5 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. (2-ESS2-2)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (2-ESS2-1),(2-ESS2-2)</p> <p>MP.4 Model with mathematics. (2-ESS2-1),(2-ESS2-2)</p> <p>MP.5 Use appropriate tools strategically. (2-ESS2-1)</p> <p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (2-ESS2-2)</p> <p>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. (2-ESS2-1)</p>		

K-2-ETS1 Engineering Design

K-2-ETS1 Engineering Design

Students who demonstrate understanding can:

- K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.**
- K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.**
- K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.**

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Asking Questions and Defining Problems Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions.</p> <ul style="list-style-type: none"> ▪ Ask questions based on observations to find more information about the natural and/or designed world(s). (K-2-ETS1-1) ▪ Define a simple problem that can be solved through the development of a new or improved object or tool. (K-2-ETS1-1) <p>Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none"> ▪ Develop a simple model based on evidence to represent a proposed object or tool. (K-2-ETS1-2) <p>Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> ▪ Analyze data from tests of an object or tool to determine if it works as intended. (K-2-ETS1-3) 	<p>ETS1.A: Defining and Delimiting Engineering Problems</p> <ul style="list-style-type: none"> ▪ A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2-ETS1-1) ▪ Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1) ▪ Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> ▪ Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. (K-2-ETS1-2) <p>ETS1.C: Optimizing the Design Solution</p> <ul style="list-style-type: none"> ▪ Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2-ETS1-3) 	<p>Structure and Function</p> <ul style="list-style-type: none"> ▪ The shape and stability of structures of natural and designed objects are related to their function(s). (K-2-ETS1-2)
<p><i>Connections to K-2-ETS1.A: Defining and Delimiting Engineering Problems include:</i> Kindergarten: K-PS2-2, K-ESS3-2</p> <p><i>Connections to K-2-ETS1.B: Developing Possible Solutions to Problems include:</i> Kindergarten: K-ESS3-3, First Grade: 1-PS4-4, Second Grade: 2-LS2-2</p> <p><i>Connections to K-2-ETS1.C: Optimizing the Design Solution include:</i> Second Grade: 2-ESS2-1</p>		
<p><i>Articulation of DCIs across grade-bands: 3-5.ETS1.A (K-2-ETS1-1),(K-2-ETS1-2),(K-2-ETS1-3); 3-5.ETS1.B (K-2-ETS1-2),(K-2-ETS1-3); 3-5.ETS1.C (K-2-ETS1-1),(K-2-ETS1-2),(K-2-ETS1-3)</i></p>		
<p><i>Common Core State Standards Connections:</i></p> <p>ELA/Literacy –</p> <p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. (K-2-ETS1-1)</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (K-2-ETS1-1),(K-2-ETS1-3)</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (K-2-ETS1-1),(K-2-ETS1-3)</p> <p>SL.2.5 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. (K-2-ETS1-2)</p> <p>Mathematics –</p> <p>MP.2 Reason abstractly and quantitatively. (K-2-ETS1-1),(K-2-ETS1-3)</p> <p>MP.4 Model with mathematics. (K-2-ETS1-1),(K-2-ETS1-3)</p> <p>MP.5 Use appropriate tools strategically. (K-2-ETS1-1),(K-2-ETS1-3)</p> <p>2.MD.D.10 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. (K-2-ETS1-1),(K-2-ETS1-3)</p>		

Second Grade Health Standards

Nutrition and Physical Activity

Standard 1: Essential Concepts

- 1.1.N Classify various foods into appropriate food groups.
- 1.2.N Identify the number of servings of food from each food group that a child needs daily.
- 1.3.N Discuss the benefits of eating a nutritious breakfast every day.
- 1.4.N List the benefits of healthy eating (including beverages and snacks).
- 1.5.N Describe the benefits of drinking water in amounts consistent with current research-based health guidelines.
- 1.6.N Describe how to keep food safe from harmful germs.
- 1.7.N Identify a variety of healthy snacks.
- 1.8.N Identify and explore opportunities outside of school for regular participation in physical activity.
- 1.9.N Explain how both physical activity and eating habits can affect a person's health.

Standard 2: Analyzing Influences

- 2.1.N Discuss how **family, friends, and media influence food choices.**

Standard 3: Accessing Valid Information

- 3.1.N Identify resources for reliable information about healthy foods.

Standard 4: Interpersonal Communication

- 4.1.N Demonstrate how to ask family members for healthy food options.

Standard 5: Decision Making

- 5.1.N Use a decision-making process to select healthy foods.
- 5.2.N Compare and contrast healthy and less-healthy food choices for a variety of settings.
- 5.3.N Identify safe ways to increase physical activity.

Standard 6: Goal Setting

- 6.1.N Set a short-term goal to choose healthy foods for snacks and meals.
- 6.2.N Set a short-term goal to participate daily in vigorous physical activity.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.N Examine the importance of eating a nutritious breakfast every day.
- 7.2.N Plan a nutritious meal.
- 7.3.N Select healthy beverages.
- 7.4.N Examine the criteria for choosing a nutritious snack.
- 7.5.N Participate in physical activities with friends and family.

Standard 8: Health Promotion

- 8.1.N Practice making healthy eating choices with friends and family.
- 8.2.N Explain to others what is enjoyable about physical activity.

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

- 1.1.A Distinguish between helpful and harmful substances (including alcohol, tobacco, and other drugs).
- 1.2.A Explain why household products are harmful if ingested or inhaled.
- 1.3.A Identify that a drug is a chemical that changes how the body and brain work.
- 1.4.A Explain why it is dangerous to taste, swallow, sniff, or play with unknown substances.
- 1.5.A Explain why it is important to follow the medical recommendations for prescription and nonprescription medicines.
- 1.6.A Identify rules for taking medicine at school and at home.
- 1.7.A Identify refusal skills when confronted or pressured to use alcohol, tobacco, or other drugs (e.g., use a clear "no" statement, walk or run away, change subject, delay).

Standard 3: Accessing Valid Information

- 3.1.A Identify parents, guardians, and trusted adults who can provide accurate information and guidance regarding medicines.

Standard 4: Interpersonal Communication

- 4.1.A Demonstrate refusal skills to resist an offer to use drugs or inappropriate medicines.
- 4.2.A Demonstrate communication skills to alert an adult about unsafe situations involving drugs or medicines.

Standard 5: Decision Making

- 5.1.A Evaluate why one person's medicines may not be safe for another person.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

- 1.1.M Describe a variety of emotions.
- 1.2.M Explain what it means to be emotionally or mentally healthy.
- 1.3.M Explain the importance of talking with parents or trusted adults about feelings.
- 1.4.M Identify changes that occur within families.
- 1.5.M Identify characteristics of a responsible family member.
- 1.6.M Identify feelings and emotions associated with loss or grief.
- 1.7.M Discuss how to show respect for similarities and differences between and among individuals and groups.
- 1.8.M List healthy ways to express affection, love, friendship, and concern.
- 1.9.M Identify positive and negative ways of dealing with stress.
- 1.10.M Describe how to work and play cooperatively.
- 1.11.M Identify the positive ways that peers and family members show support, care, and appreciation for one another.
- 1.12.M Describe the characteristics of a trusted friend and adult.

Standard 2: Analyzing Influences

- 2.1.M Identify internal and external factors that influence mental, emotional, and social health.

Standard 3: Accessing Valid Information

- 3.1.M Discuss ways to obtain information from family, school personnel, health professionals, and other responsible adults.
- 3.2.M Identify people in the community who are caring, supportive, and trustworthy.

Standard 4: Interpersonal Communication

- 4.1.M Identify and demonstrate ways to express needs and wants appropriately.
- 4.2.M Demonstrate how to ask for help from trusted adults or friends.

Standard 5: Decision Making

- 5.1.M Use a decision-making process for solving problems with peers and family members.

Standard 6: Goal Setting

- 6.1.M Describe how to make a commitment to be a good friend.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.M Manage emotions appropriately in a variety of situations.
- 7.2.M Show respect for individual differences.

Standard 8: Health Promotion

- 8.1.M Object appropriately to teasing of peers that is based on personal characteristics.
- 8.2.M Support peers in school and community activities.

Second Grade Physical Education Standards

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Movement Concepts

- 1.1 Move to open spaces within boundaries while traveling at increasing rates of speed.

Body Management

- 1.2 Transfer weight from feet to hands and from hands to feet, landing with control.
- 1.3 Demonstrate balance on the ground and on objects, using bases of support other than both feet.
- 1.4 Create a routine that includes two types of body rolls (e.g., log roll, egg roll, shoulder roll, forward roll)

Locomotor Movement

- 1.5 Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.
- 1.6 Skip and leap, using proper form.

Manipulative Skills

- 1.7 Roll a ball for distance, using proper form.
- 1.8 Throw a ball for distance, using proper form.
- 1.9 Catch a gently thrown ball above the waist, reducing the impact force.
- 1.10 Catch a gently thrown ball below the waist, reducing the impact force.
- 1.11 Kick a slowly rolling ball.
- 1.12 Strike a balloon consistently in an upward or forward motion, using a short-handled paddle.
- 1.13 Strike a ball with a bat from a tee or cone, using correct grip and side orientation.
- 1.14 Hand-dribble, with control, a ball for a sustained period.
- 1.15 Foot-dribble, with control, a ball along the ground.
- 1.16 Jump a rope turned repeatedly.

Rhythmic Skills

- 1.17 Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.
- 1.18 Perform rhythmic sequences related to simple folk dance or ribbon routines.
- 1.19 Perform with a partner rhythmic sequences related to simple folk dance or ribbon routines.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- 2.1 Define *open space*.
- 2.2 Explain how to reduce the impact force of an oncoming object.

Body Management

- 2.3 Explain the importance of a wide rather than a narrow base of support in balance activities.
- 2.4 Explain why one hand or foot is often preferred when practicing movement skills.

Locomotor Movement

- 2.5 Compare and contrast locomotor movements conducted to even and uneven beats.

Manipulative Skills

- 2.6 Identify opportunities to use underhand and overhand movement (throw) patterns.
- 2.7 Identify different opportunities to use striking skills.
- 2.8 Compare the changes in force applied to a ball and the ball speed when rolling a ball for various distances.
- 2.9 Explain key elements of throwing for distance.
- 2.10 Identify the roles of body parts not directly involved in catching objects.
- 2.11 Identify when to begin the kicking motion when kicking a slowly rolling ball.
- 2.12 Identify the different points of contact when striking a balloon upward and striking a balloon forward.
- 2.13 Explain the purpose of using a side orientation when striking a ball from a batting tee.
- 2.14 Differentiate the effects of varying arm and hand speeds when hand-dribbling a ball.

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts

3.1 Participate in enjoyable and challenging physical activities for increasing periods of time.

Aerobic Capacity

3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.

Muscular Strength/Endurance

3.3 Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench to enhance endurance and increase muscle efficiency.

3.4 Traverse the overhead ladder one bar at a time.

Flexibility

3.5 Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps.

Body Composition

3.6 Engage in moderate to vigorous physical activity for increasing periods of time.

Assessment

3.7 Measure improvements in individual fitness levels.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

4.1 Explain the fuel requirements of the body during physical activity and inactivity.

4.2 Describe the role of moderate to vigorous physical activity in achieving or maintaining good health.

4.3 Identify ways to increase time for physical activity outside of school.

4.4 Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed.

4.5 Explain how the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.

Aerobic Capacity

4.6 Compare and contrast the function of the heart during rest and during physical activity.

4.7 Describe the relationship between the heart and lungs during physical activity.

4.8 Compare and contrast changes in heart rate before, during, and after physical activity.

Muscular Strength/Endurance

4.9 Describe how muscle strength and muscle endurance enhance motor skill performance.

4.10 Identify muscles being strengthened during the performance of particular physical activities.

4.11 Identify which activities or skills would be accomplished more efficiently with stronger muscles.

4.12 Explain the role that weight-bearing activities play in bone strength.

Flexibility

4.13 Identify the muscles being stretched during the performance of particular physical activities.

4.14 Explain why it is safer to stretch a warm muscle rather than a cold muscle.

Body Composition

4.15 Describe the differences in density and weight between bones, muscles, organs, and fat.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

5.1 Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.

5.2 Accept responsibility for one's own behavior in a group activity.

Social Interaction

5.3 Acknowledge one's opponent or partner before, during, and after an activity or game and give positive feedback on the opponent's or partner's performance.

5.4 Encourage others by using verbal and nonverbal communication.

5.5 Demonstrate respect for self, others, and equipment during physical activities.

5.6 Demonstrate how to solve a problem with another person during physical activity.

Group Dynamics

5.7 Participate positively in physical activities that rely on cooperation.

Second Grade Visual And Performing Arts Standards

DANCE

1.0 ARTISTIC PERCEPTION

Development of Motor Skills and Technical Expertise

- 1.1 Show a variety of combinations of basic locomotor skills (e.g., walk and run, gallop and jump, hop and skip, slide and roll).
- 1.2 Show a variety of combinations of axial movements (e.g., swing and balanced shapes, turn and stretch, bend and twist).

Comprehension and Analysis of Dance Elements

- 1.3 Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting).
- 1.4 Expand the ability to incorporate spatial concepts with movement problems.

Development of Dance Vocabulary

- 1.5 Name a large number of locomotor and axial movements used in dance.

2.0 CREATIVE EXPRESSION

Creation/Invention of Dance Movements

- 2.1 Create and improvise movement patterns and sequences.
- 2.2 Demonstrate multiple solutions in response to a given movement problem (e.g., In how many ways can you travel from point A to point B?).

Application of Choreographic Principles and Processes to Creating Dance

- 2.3 Create a simple sequence of movement with a beginning, a middle, and an end, incorporating level and directional changes.
- 2.4 Create shapes and movements, using fast and slow tempos.
- 2.5 Develop a dance phrase that has a sense of unity.

Communication of Meaning in Dance

- 2.6 Create, memorize, and perform original expressive movements for peers.

Development of Partner and Group Skills

- 2.7 Work cooperatively in small and large groups.
- 2.8 Demonstrate partner skills (e.g., imitating and leading/following).

3.0 HISTORICAL AND CULTURAL CONTEXT

Development of Dance

- 3.1 Name and perform social and traditional dances from various cultures.
- 3.2 Explain commonalities among basic locomotor and axial movements in dances from various countries.
- 3.3 Name and perform rhythms from different cultures (e.g., through clapping, stamping, using whole body movement).

History and Function of Dance

- 3.4 Describe dances seen in celebrations and community events.

4.0 AESTHETIC VALUING

Description, Analysis, and Criticism of Dance

- 4.1 Use basic dance vocabulary to name and describe a dance observed or performed (e.g., levels, rhythm patterns, type of energy).
- 4.2 Describe how the movement in dances of peers communicates ideas or moods to the viewer (e.g., ocean environment or a sad or joyous dance).

Meaning and Impact of Dance

- 4.3 Describe the similarities and differences in performing various dances (e.g., direction changes, steps, type of energy and tempo).

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications Across Disciplines

- 5.1 Use literature to inspire dance ideas (e.g., poem, cartoon, nursery rhyme).
- 5.2 Demonstrate language arts concepts through dance (e.g., show different punctuation marks through movement).

Development of Life Skills and Career Competencies

- 5.3 Describe how choreographers create dances.
- 5.4 Describe how dancing requires good health-related habits (e.g., adequate nutrition, water, and rest; proper preparation for physical activity).

MUSIC

1.0 ARTISTIC PERCEPTION

Read and Notate Music

- 1.1 Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests.
- 1.2 Read, write, and perform simple patterns of pitch, using solfège.

Listen to, Analyze, and Describe Music

- 1.3 Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music.
- 1.4 Identify simple musical forms, emphasizing verse/refrain, AB, ABA.
- 1.5 Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music.

2.0 CREATIVE EXPRESSION

Apply Vocal and Instrumental Skills

- 2.1 Sing with accuracy in a developmentally appropriate range.
- 2.2 Sing age-appropriate songs from memory.
- 2.3 Play rhythmic ostinatos on classroom instruments.

Music Compose, Arrange, and Improvise

- 2.4 Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.

3.0 HISTORICAL AND CULTURAL CONTEXT

Role of Music

- 3.1 Identify the uses of specific music in daily or special events.

Diversity of Music

- 3.2 Sing simple songs and play singing games from various cultures.
- 3.3 Describe music from various cultures.

4.0 AESTHETIC VALUING

Analyze and Critically Assess

- 4.1 Use the terminology of music in discussing individual preferences for specific music.

Derive Meaning

- 4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.
- 4.3 Identify how musical elements communicate ideas or moods.
- 4.4 Respond to a live performance with appropriate audience behavior.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications

- 5.1 Identify similar themes in stories, songs, and art forms (e.g., patterns, texture).

Careers and Career-Related Skills

- 5.2 Identify and discuss who composes and performs music.

THEATRE

1.0 ARTISTIC PERCEPTION

Development of the Vocabulary of Theatre

- 1.1 Use the vocabulary of theatre, such as *plot (beginning, middle, and end), scene, sets, conflict, script, and audience*, to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

- 1.2 Use body and voice to improvise alternative endings to a story.

2.0 CREATIVE EXPRESSION

Development of Theatrical Skills

- 2.1 Perform in group improvisational theatrical games that develop cooperative skills and concentration.

Creation/Invention in Theatre

- 2.2 Retell familiar stories, sequencing story points and identifying character, setting, and conflict.
- 2.3 Use improvisation to portray such concepts as friendship, hunger, or seasons.
- 2.4 Create costume pieces, props, or sets for a theatrical experience.

3.0 HISTORICAL AND CULTURAL CONTEXT

Role and Cultural Significance of Theatre

- 3.1 Identify theatre and storytelling forms from different cultures.

History of Theatre

- 3.2 Identify universal characters in stories and plays from different periods and places.

4.0 AESTHETIC VALUING

Critical Assessment of Theatre

- 4.1 Critique an actor's performance as to the use of voice, gesture, movement to create character.
- 4.2 Respond to a live performance with appropriate audience behavior. *Derivation of Meaning from Works of Theatre*
- 4.3 Identify the message or moral of a work of theatre.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

- 5.1 Use problem-solving and cooperative skills in dramatizing a story, concept from another subject area.

Careers and Career-Related Skills

- 5.2 Demonstrate the ability to participate cooperatively in the different jobs required to create a theatrical production.

VISUAL ARTS

1.0 ARTISTIC PERCEPTION

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Perceive and describe repetition and balance in nature, in the environment, and in works of art.

1.2 Perceive and discuss differences in mood created by warm and cool colors.

Analyze Art Elements and Principles of Design

1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.

2.0 CREATIVE EXPRESSION

Skills, Processes, Materials, and Tools

2.1 Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.

2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.

Communication and Expression Through Original Works of Art

2.3 Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.

2.4 Create a painting or drawing, using warm or cool colors expressively.

2.5 Use bilateral or radial symmetry to create visual balance.

3.0 HISTORICAL AND CULTURAL CONTEXT

Role and Development of the Visual Arts

3.1 Explain how artists use their work to share experiences or communicate ideas.

3.2 Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.

Diversity of the Visual Arts

3.3 Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives.

4.0 AESTHETIC VALUING

Derive Meaning

4.1 Compare ideas expressed through their own works of art with ideas expressed in the work of others.

4.2 Compare different responses to the same work of art.

Make Informed Judgments

4.3 Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.

4.4 Use appropriate vocabulary of art to describe the successful use of an element of art in a work of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications

5.1 Use placement, overlapping, and size differences to show opposites (e.g., up/down, in/out, over/under, together/apart, fast/slow, stop/go).

5.2 Select and use expressive colors to create mood and show personality within a portrait of a hero from long ago or the recent past.

Visual Literacy

5.3 Identify pictures and sort them into categories according to expressive qualities (e.g., theme and mood).

Careers and Career-Related Skills

5.4 Discuss artists in the community who create different kinds of art (e.g., prints, ceramics, paintings, sculpture).

2nd Grade
Technology Standards

Level of Skills Definitions			
Observe		<i>Observation of Teacher Modeling Skills</i>	
Basic		<i>Practicing Skills with Teacher's Guidance</i>	
Intermediate		<i>Practicing Skills with Minimal Teacher Support</i>	
Proficient		<i>Applying Skills Independently</i>	
#	Category	Standard	Level of Skills
2.1	Ethics	Practice respectful and responsible use of technology by abiding by School Technology and Internet Use Policy.	NA
2.2	Ethics	Demonstrate an understanding of plagiarism and fair use. Copyright Laws of Material.	NA
2.3	Ethics	Evaluate and use several resources from a variety of information sources to validate accuracy of information.	NA
2.4	Ethics	Demonstrate an understanding of Internet Safety Procedures.	NA
2.5	Keyboarding Skills	Use correct technique for key striking and keying by touch.	Intermediate
2.6	Keyboarding Skills	Enter data at a rate of 6-8 words per minute.	Advanced
2.7	Keyboarding Skills	Identify the location and function of the TAB key.	Intermediate
2.8	Keyboarding Skills	Use both hands simultaneously on the keyboard.	Intermediate
2.9	Keyboarding Skills	Use correct hand-finger, home row, and pairing of fingers.	Intermediate
2.10	Keyboarding Skills	Use left hand on the left side of the keyboard.	Intermediate
2.11	Keyboarding Skills	Use right hand on the right side of the keyboard.	Intermediate
2.12	Keyboarding Skills	Use thumb on the spacebar.	Intermediate
2.13	Keyboarding Skills	Locate, identify and use letter, number, and punctuation keys.	Intermediate
2.14	Keyboarding Skills	Identify keys on the right and left side of the keyboard.	Intermediate
2.15	Keyboarding Skills	Recognize that letters typed on the keyboard are lower case unless the Shift Key is used.	Advanced
2.16	Keyboarding Skills	Identify the location and function of these keys: Enter, Escape, Spacebar, Shift, Arrows, and Delete.	Intermediate
2.17	Keyboarding Skills	Identify and properly use the mouse.	Intermediate

2nd Grade Technology Standards

2.18	Keyboarding Skills	Use correct posture.	Intermediate
2.19	Keyboarding Skills	Use "single-click", "double-click", and "click-and drag" functions of the mouse.	Intermediate
2.20	Word Processing	Understand and use the cut, copy, and paste information.	Intermediate
2.21	Word Processing	Use correct spacing between words.	Intermediate
2.22	Word Processing	Use correct spacing following punctuation.	Intermediate
2.23	Word Processing	Use Spellcheck.	Intermediate
2.24	Word Processing	Use appropriate items on a menu bar "Print" and "Save".	Intermediate
2.25	Word Processing	Change font, color, and size.	Intermediate
2.26	Word Processing	Name and save a file.	Intermediate
2.27	Word Processing	Add graphics to a composition.	intermediate
2.28	Internet Skills	Demonstrate the ability to use icons on desktop to get to district standard sites: Accelerated Reader, etc.	Intermediate

MATERIALS AND RESOURCES

Second Grade

READING/LANGUAGE ARTS

Benchmark Advance is the basic text for students. The following materials are used:

Teacher's Resources

Five Teacher's Resource System Books
Assessment Book
ELD Resources
Intervention Resources
Phonics and Word Study in Context
Grammar, Spelling & Vocabulary Workbook
Daily Take-Home Activity Calendars

Small Group Leveled Texts

Units 1-10

Small Group Leveled Texts Teacher Support

Teacher's Guides & Text Evidence Question
Cards Units 1-10
Reader's Theater Handbook

Small Group Reader's Theater

Units 1-10

Whole Group/Phonics

Phonics Teacher's Resources
Review & Routines Big Books
Read Aloud Handbook
Advancing Phonics Skills
Sound Spelling Card
Decodable Passage Book – Set of 6

Text for Close Reading Consumable Student Book

Student Books (10 Units) – 1 per student
Teacher Set

Texts for ELD

Student Book – Set of 10

Instructional Minutes:

Students will receive a minimum of 120 minutes of instruction in language arts per day.

WRITING

Write from the Beginning and Beyond | Thinking Maps® is the writing program for students.

The following materials are used:

Teacher Manuals:

- ❖ Thinking Maps: *A Language for Learning* - with 8 classroom posters
- ❖ Thinking Maps: Write from the Beginning and Beyond: *Expository/Informative*
- ❖ Thinking Maps: Write from the Beginning and Beyond: *Narrative*
- ❖ Thinking Maps: Write from the Beginning and Beyond: *Response to Literature*
- ❖ Thinking Maps: Write from the Beginning and Beyond: *Setting the Stage*

TECHNOLOGY

Student Programs:

- ❖ Amplify
- ❖ Benchmark Universe
- ❖ BrainPOP ELL
- ❖ BrainPOP Jr.
- ❖ Go Math!
- ❖ i-Ready
- ❖ MobyMax
- ❖ Renaissance Learning
- ❖ Seesaw
- ❖ Starfall
- ❖ Typing Agent

MATHEMATICS

Go Math! California Student Edition Multi-Volume Grade 2 is the basic text for students. The following materials are used:

Student Materials:

- ❖ California Student Edition Multi-Volume Grade 2
- ❖ Bilingual Mathboard Grade 2
- ❖ California Online Interactive Student Edition (includes Personal Math Trainer) Grade 2
- ❖ SBAC Test Prep Student Edition Grade 2
- ❖ California Downloadable Student Edition PDF Grade 2
- ❖ California Assessment Guide Blackline Masters Grade 2
- ❖ California Enrichment Workbook Blackline Masters Grade 2
- ❖ Strategic Intervention Teacher Guide Grade 2
- ❖ SBAC Test Prep Teacher Edition Grade 2
- ❖ Bilingual ExamView CD-ROM Grade 2
- ❖ Grab and Go Differentiated Centers Kit Grade 2
- ❖ Grab and Go Customized Manipulatives Kit Grade 2
- ❖ California Downloadable Teacher Resource Tool Grade 2

Teacher Resource Materials:

- ❖ California Teacher Edition and Planning Guide Bundle Grade 2
- ❖ California Teacher Digital Management Center Grade 2

Instructional Minutes:

Students will receive a minimum of 60 minutes of instruction in mathematics per day.

HISTORY/SOCIAL SCIENCE

California: People We Know (Harcourt School Publishers) is the basic text for students. The following materials are used:

Teacher Editions:

People We Know
California Homework & Practice Book
California Success for English Learners
Time for Kids Readers

One Per Student:

People We Know
Homework and Practice Book
Spotlight on Standards Reader
Student Edition CD-Rom
Student Edition e-book
Graphic Organizers Write-On/Wipe-off Cards
Atlas, Primary

Teacher Resource Materials:

California ePlanner with Teachers Edition
Interactive Atlas
California Audiotext Collection
Spotlight on Standards Reader Express Path
Instructional Cards
California ELA Program Correlation Cards
Picture/Word Cards for Developing Academic Language
California Reading Support and Intervention
Social Studies in Action; Resources for the Classroom
Primary Source Collection, K-3
TimeLinks; Interactive Time Line Package, Primary
Time for Kids Readers Collection (1 copy each of 18 titles)
California Assessment Program
California Vocabulary Power
Music CD Collection
All-In One Planner with Assessment CD-ROM
Online Assessment Quick Start Guide for Teacher

SCIENCE

Amplify Science is the adopted curriculum. The following materials are used:

Teacher Editions:

- Plant and Animal Relationships
- Properties of Materials
- Changing Landforms

*Teacher editions are also available online.

One Per Student:

- 1 Investigation notebook per unit

*Investigation notebooks are also available online.

Teacher Resource Materials:

18 student readers of the following titles:

Changing Landforms

- *Gary's Sand Journal*
- *Handbook of Land and Water*
- *Landform Postcards*
- *Making Models of Streams*
- *What's Stronger? How Water Causes Erosion*

Plant and Animal Relationships

- *A Plant Is a System*
- *Habitat Scientist*
- *Handbook of Habitats*
- *Investigating Seeds*
- *My Nature Notebook*

Properties of Materials

- *Can You Change It Back?*
- *Handbook of Interesting Ingredients*
- *Jelly Bean Engineer*
- *Jess Makes Hair Gel*
- *What If Rain Boots Were Made of Paper?*
- *Ideas and Inventors*

*Student readers are also available online.

Science kits for the following units:

- Plant and Animal Relationships (3 boxes)
- Properties of Materials (3 boxes)
- Changing Landforms (2 boxes)

PHYSICAL EDUCATION

SPARK Grades K-2 PE Teacher's Guide

Instructional Minutes:

Students will receive a minimum of 200 minutes of instruction in physical education every ten school days.

