



Second Grade
Curriculum Standards

READING STANDARDS FOR LITERATURE

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.
- 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 a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 8: N/A
- 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.

READING STANDARDS FOR INFORMATIONAL TEXT

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

READING STANDARDS: FOUNDATIONAL SKILLS**Phonics and Word Recognition**

- 3: Know and apply grade-level phonics and word analysis skills in decoding words.
- a: Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b: Know spelling-sound correspondences for additional common vowel teams.
 - c: Decode regularly spelled two-syllable words with long vowels.
 - d: Decode words with common prefixes and suffixes.
 - e: Identify words with inconsistent but common spelling-sound correspondences.
 - f: Recognize and read grade-appropriate irregularly spelled words.

Fluency

- 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.

WRITING 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: N/A – Begins in grade 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: N/A - Begins in grade 4.

Range of Writing

- 10: N/A – Begins in grade 3.

SPEAKING AND LISTENING 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.
- 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.
- 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.

LANGUAGE STANDARDS**Conventions of Standard English**

- 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a: Use collective nouns (e.g., *group*).
 - b: Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
 - c: Use reflexive pronouns (e.g., *myself, ourselves*).
 - d: Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
 - e: Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - f: 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/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.
- 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.

Vocabulary Acquisition and Use (cont.)

- 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 meaning 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 adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

MATHEMATICS**OPERATIONS AND ALGEBRAIC THINKING****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**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 5s, 10s, and 100s.
- 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.
- 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. Explanations may be supported by drawings or objects.

MEASUREMENT AND DATA**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.

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.
- 8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. (ex. 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**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. (Sizes are compared directly or visually, not compared by measuring.) 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 squares, 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.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

SCIENCE**INQUIRY PROCESS****Observations, Questions, and Hypotheses**

Formulate relevant questions about the properties of objects, organisms, and events in the environment.
Predict the results of an investigation (e.g., in animal life cycles, phases of matter, the water cycle).

Scientific Testing

Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.

Participate in guided investigations in life, physical, and earth and space sciences.

Use simple tools such as rulers, thermometers, magnifiers, and balances to collect data (U.S. customary units).

Record data from guided investigations in an organized and appropriate format (e.g., lab book, log, notebook, chart paper).

Analysis and Conclusions

Organize data using graphs (i.e., pictograph, tally chart), tables and journals.

Construct reasonable explanations of observations on the basis of data obtained (e.g., Based on the data, does this make sense? Could this really happen?).

Compare the results of the investigation to predictions made prior to the investigation.

Generate questions for possible future investigations based on the conclusions of the investigation.

Communication

Communicate the results and conclusions of an investigation (e.g., verbal, drawn, or written).

Communicate with other groups to describe the results of an investigation.

HISTORY AND NATURE OF SCIENCE**History of Science as a Human Endeavor**

Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Daniel Hale Williams [physician], Charles Drew [physician], Elizabeth Blackwell [physician]).

Identify science-related career opportunities.

Nature of Scientific Knowledge

Identify components of familiar systems (e.g., organs of the digestive system, bicycle).

Identify the following characteristics of a system: consists of multiple parts or subsystems, parts work interdependently.

Identify parts of a system too small to be seen (e.g., plant and animal cells).

SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES**Science and Technology in Society**

Analyze how various technologies impact aspects of people's lives (e.g., entertainment, medicine, transportation, communication).

Describe important technological contributions made by people, past and present:

Automobile – Henry Ford

Airplane – Wilbur and Orville Wright

Telephone – Alexander G. Bell

Identify a simple problem that could be solved by using a suitable tool.

LIFE SCIENCE**Characteristics of Organisms**

Identify animal structures that serve different functions (e.g., sensory, defense, locomotion).

Identify the following major parts of:

The digestive system – mouth, esophagus, stomach, small and large intestines

Respiratory system – nose, trachea, lungs, diaphragm

Circulatory system – heart, arteries, veins, blood

Describe the basic functions of the following systems:

Digestive – breakdown and absorption of food, disposal of waste

Respiratory – exchange of oxygen and carbon dioxide

Circulatory – transportation of nutrients and oxygen throughout the body

Life Cycles

Describe the life cycles of various insects.

Describe the life cycles of various mammals.

Describe the life cycles of various organisms.

PHYSICAL SCIENCE**Properties of Objects and Materials**

Describe objects in terms of measurable properties (e.g., length, volume, weight, temperature) using scientific tools.

Classify materials as solids, liquids, or gases.

Demonstrate that water can exist as a: gas – vapor, liquid – water, solid – ice.

Demonstrate that solids have a definite shape and that liquids and gases take the shape of their containers.

EARTH AND SPACE SCIENCE**Changes in the Earth and Sky**

Measure weather conditions (e.g., temperature, precipitation).

Record weather conditions (e.g., temperature, precipitation).

Identify the following types of clouds: cumulus, stratus, cirrus.

Analyze the relationship between clouds, temperature, and weather patterns.

SOCIAL STUDIES**AMERICAN HISTORY****Research Skills for History**

Place important life events in chronological order on a timeline.

Place historical events from content studied in chronological order on a timeline.

Recognize how archaeological research adds to our understanding of the past.

Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) to study people and events from the past.

Early Civilizations

Recognize that prehistoric Native American mound-building cultures lived in Central and Eastern North America.

AMERICAN HISTORY (cont.)**Revolution and New Nation**

Recognize that American colonists and Native American groups lived in the area of the Thirteen colonies that was ruled by England.

Recognize dissatisfaction with England's rule was a key issue that led to the Revolutionary War.

Describe how the colonists demonstrated their discontent with British Rule (e.g., Boston Tea Party, Declaration of Independence, Paul Revere's Ride, battles of Lexington and Concord).

Discuss contributions of key people (e.g., George Washington, Thomas Jefferson, Benjamin Franklin) in gaining independence during the Revolutionary War.

Know that the United States became an independent country as a result of the Revolutionary War.

Discuss how the need for a strong central government led to the writing of the Constitution and Bill of Rights.

Westward Expansion

Identify reasons (e.g., economic opportunity, political or religious freedom) for immigration to the United States.

Identify reasons (e.g., economic opportunities, forced removal) why people in the United States moved westward to territories or unclaimed lands.

Discuss the experiences (e.g., leaving homeland, facing unknown challenges) of the pioneers as they journeyed west to settle new lands.

Describe how new forms of transportation and communication impacted the westward expansion of the United States: transportation (e.g., trails, turnpikes, canals, wagon trains, steamboats, railroads)

communication (e.g., Pony Express, telegraph)

Discuss the effects (e.g. loss of land, depletion of the buffalo, establishment of reservations, government boarding schools) of Westward Expansion on Native Americans.

Contemporary United States

Use information from written documents, oral presentations, and the media to describe current events.

Connect current events with historical events from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

Recognize current Native American tribes in the United States (e.g., Navajo, Cherokee, Lakota, Iroquois, Nez Perce).

WORLD HISTORY**Research Skills for History**

Place important life events in chronological order on a timeline.

Place historical events from content studied in chronological order on a timeline.

Recognize how archaeological research adds to our understanding of the past.

Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.

Retell stories to describe past events, people and places.

Early Civilizations

Recognize that prehistoric Native American mound-building cultures lived in Central and Eastern North America.

Encounters and Exchange

Describe how expanding trade (e.g., Marco Polo's travels to Asia) led to the exchange of new goods (i.e., spices, silk) and good ideas.

Age of Revolution

Recognize that people in different places (e.g., American colonies – England, Mexico – Spain) challenged their form of government, which resulted in conflict and change.

Contemporary World

Use information from written documents, oral presentations, and the media to discuss current events.

CIVICS/GOVERNMENT**Foundations of Government**

Describe the history and meaning of national symbols, documents, songs, and monuments that represent American democracy and values: American flag, Pledge of Allegiance, National Anthem, America the Beautiful, the U.S. Capitol, Liberty Bell.

Recognize that the U.S. Constitution provides the American people with common laws and protects their rights. Describe the significance of national holidays: Presidents' Day, Martin Luther King, Jr. Day, Veterans' Day, Memorial Day, Fourth of July, Constitution Day.

Know that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.

Recognize how students work together to achieve common goals.

Structure of Government

Identify the three branches of national government as represented by the President, Congress, and the Supreme Court.

Identify current political leaders of the state and nation: President of the United States, Governor of Arizona, local leaders (e.g., tribal council, mayor).

Recognize how Arizona and the other states combine to make a nation.

Rights, Responsibilities, and Roles of Citizenship

Discuss examples of responsible citizenship in the school setting and in stories about the past and present.

Describe the rights and responsibilities of citizenship:

Elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated.

Importance of participation and cooperation in a classroom and community.

Why we have rules and the consequences for violating them.

Responsibility of voting.

Describe the importance of students contributing to a community (e.g., helping others, working together, service projects).

Identify traits of character (e.g., honesty, courage, cooperation and patriotism) that are important to the preservation and improvement of democracy.

GEOGRAPHY**The World in Spatial Terms**

Recognize different types of maps (e.g., political, physical, thematic) serve various purposes.

Interpret political and physical maps using the following elements: alpha numeric grids, title, compass rose-cardinal directions, key (legend), symbols.

Construct a map of a familiar place (e.g. school, home, neighborhood, fictional place) that includes a title, compass rose, symbols and key (legend).

Construct tally charts and pictographs to display geographic information (e.g., birthplace – city or state).

Recognize characteristics of human and physical features:

Physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert)

Human (i.e., equator, Northern and Southern Hemispheres, North and South Poles)

Locate physical and human features using maps, illustrations, images, or globes:

Physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert)

Human (i.e., equator, Northern and Southern Hemispheres, North and South Poles, city, state, country)

Places and Regions

Identify through images of content studied (e.g., Japan, China, United States) how places have distinct characteristics.

Discuss human features (e.g., cities, parks, railroad tracks, hospitals, shops, schools) in the world.

Discuss physical features (e.g., mountains, rivers, deserts) in the world.

Discuss the ways places change over time.

Human Systems

Discuss housing and land use in urban and rural communities.

Describe the reasons (e.g., jobs, climate, family) for human settlement patterns.

Discuss the major economic activities and land use (e.g., natural resources, agricultural, industrial, residential, commercial, recreational) of areas studied.

Describe elements of culture (e.g., food, clothing, housing, sports, customs, beliefs) in a community of areas studied.

Discuss that Asian civilizations have changed from past to present.

Recognize the connections between city, state, country, and continent.

Environment and Society

Identify ways (e.g., agriculture, structures, roads) in which humans depend upon, adapt to, and impact the earth.

Recognize ways of protecting natural resources.

Geographic Applications

Discuss geographic concepts related to current events.

Use geography concepts and skills (e.g., patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the environment.

ECONOMICS**Foundations of Economics**

Discuss how scarcity requires people to make choices due to their unlimited needs and wants with limited resources.

Discuss that opportunity cost occurs when people make choices and something is given up (e.g., if you go to the movies, you can't also go to the park).

Identify differences among natural resources (e.g., water, soil, and wood), human resources (e.g., people at work), and capital resources (e.g., machines, tools, and buildings).

Recognize that people trade for goods and services.

Compare the use of barter and money in the exchange for goods and services (e.g., trade a toy for candy, buying candy with money).

Recognize that some goods are made in the local community and some are made in other parts of the world.

Discuss how people can be both producers and consumers of goods and services.

Personal Finance

Discuss costs and benefits of personal savings.