Bonita Unified School District

2nd Grade English Language Arts Standards

<u>Reading</u>
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
Students will understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Decoding and Word Recognition
1.1 Students will recognize and use knowledge of spelling patterns (e.g., *oi, oy, ou, ow* diphthongs, *ea, au digraphs,* special vowel spellings) when reading.
1.2 Students will apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per).
1.3 Students will decode two-syllable nonsense words and regular multisyllable words.
1.4 Students will recognize common abbreviations (e.g., Jan., Sun., Mr., St.).
1.5 Students will identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/ flies, wife/wives).
1.6 Students will read aloud fluently and accurately and with appropriate intonation and expression.
Vocabulary and Concept Development
1.7 Students will understand and explain common antonyms and synonyms.
1.8 Students will use knowledge of individual words in unknown compound words to predict their meaning.
1.9 Students will know the meaning of simple prefixes and suffixes (e.g., over-, un-, - ing, -ly).
1.10 Students will identify simple multiple-meaning words.

2.0 Reading Comprehension
Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended Readings in Literature, Kindergarten through Grade Eight illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.
Structural Features of Informational Materials
2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.
Comprehension and Analysis of Grade-Level-Appropriate Text
2.2 State the purpose in reading (i.e., tell what information is sought).
2.3 Use knowledge of the author's purpose(s) to comprehend informational text.
2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).
2.5 Restate facts and details in the text to clarify and organize ideas.
2.6 Recognize cause-and-effect relationships in a text.
2.7 Interpret information from diagrams, charts, and graphs.
2.8 Follow two-step written instructions.
3.0 Literary Response and Analysis
Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Readings in Literature, Kindergarten through Grade Eight illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text

3.1 Compare and contrast plots, settings, and characters presented by different authors.
3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.
3.3 Compare and contrast different versions of the same stories that reflect different cultures.
3.4 Identify the use of rhythm *and* rhyme poetry.

Writing

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and the purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing, successive versions).

Organization and Focus

1.1 Group related ideas and maintain a consistent focus.

Penmanship

1.2 Create readable documents with legible handwriting.

Research

1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).

Evaluation and Revision

1.4 Revise original drafts to improve sequence and provide more detail.

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standards 1.0.

2.1 Write brief narratives based on their experiences:
 a. Move through a logical sequence of events.
 b. Describe the setting, characters, objects, and events in detail.
2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of Standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Distinguish between complete and incomplete sentences.
1.2 Recognize and use the correct word order in written sentences.

Grammar

1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Punctuation

1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.
1.5 Use quotation marks correctly.

Capitalization

1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

2nd Grade Math Standards

Number Sense
1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:
1.1 Students will count, read, and write whole numbers to 1,000 and identify the place value for each digit.
1.3 Students will order and compare whole numbers to 1,000 by using the symbols <,=,>.
2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers:
2.1 Students will understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for 8 + 6 = 14 is 14 - 6 = 8) to solve problems and check solutions.
2.2 Students will find the sum or difference of two whole numbers up to three digits long.
3.0 Students model and solve simple problems involving multiplication and division:
3.1 Students will use repeated addition, arrays, and counting by multiples to do multiplication.
3.2 Students will use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.
3.3 Students will know the multiplication tables of 2s, 5s, 10s (to "times 10") and commit them to memory.
4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole:
4.1 Students will recognize, name, and compare unit fractions from 1/12 to 1/2.
4.2 Students will recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).
4.3 Students will know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.
5.0 Students model and solve problems by representing, adding, and subtracting amounts of money:
5.1 Students will solve problems using combinations of coins and bills.
5.2 Students will know and use the decimal notation and the dollar and cent symbols for money.

Algebra and Functions
1.0 Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:
1.1 Students will use the cumulative and associative rules to simplify mental calculations and to check results.
1.2 Students will relate problem situations to number sentences involving addition and subtraction.

Measurement and Geometry
1.0 Students understand that measurement is accomplished by identifying a unit of measure iterating (repeating) that unit, and comparing it to the item to be measured:
1.3 Students will measure the length of an object to the nearest inch and/or centimeter.
1.4 Students will tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).
2.0 Students identify and describe the attributes of common figures in the plane and of common objects in space:
2.1 Students will describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.
2.2 Students will put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).

Statistics, Data Analysis, and Probability
1.0 Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:
1.1 Students will record numerical data in systematic ways, keeping track of what has been counted.
1.2 Students will represent the same data set in more than one way (e.g., bar graphs and charts with tallies).
1.3 Identify features of data sets (range and mode).
1.4 Students will ask and answer simple questions related to data representations.
2.0 Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways:
2.1 Students will recognize, describe, and extend patterns and determine a next term in linear patters (e.g., 4, 8, 12…; the number of ears on one horse, two horses, three horses, four horses).
2.2 Students will solve problems involving simple number patterns.

Mathematical Reasoning
1.0 Students make decisions about how to set up a problem:
1.1 Students will determine the approach, materials, and strategies to be used.

2nd Grade History-Social Science Standards

1.0   Students differentiate between things that happened long ago and things that happened yesterday.
1.2   Students will compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
1.3   Students will place important events in their lives in the order in which they occurred (e.g., on a time line or a storyboard).
2.0   Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
2.1   Students will 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).
2.2   Students will 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.
3.0   Students explain governmental institutions and practices in the United States and other countries.
3.1   Students will explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
4.0   Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.
4.1   Students will describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources
5.0   Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

2nd Grade Science Standards

Physical Sciences
1.0   The motion of objects can be observed and measured. As a basis for understanding this concept:
c.   Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.
e.   Students know objects fall to the ground unless something holds them up.
f.   Students know magnets can be used to make some objects move without being touched.

Life Sciences
2.0   Plants and animals have predictable life cycles. As a basis for understanding this concept:
b.   Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.
c.   Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
d.   Students know there is variation among individuals of one kind within a population.
f.   Students know flowers and fruits are associated with reproduction in plants.

Earth Sciences
3.0   Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:
a.   Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.
e.   Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.