

## Second Grade Parent-Friendly Standards

2018-2019 Standards by Quarter- Second Grade								
ENGLISH LANGUAGE ARTS								
Inquiry-Based ELA standards but can be embedded in all subject areas. Therefore, they will not be taught in isolation nor graded on the report card in isolation.								
Key Ideas	SC-CCR Standards	Q1	Q2	Q3	Q4	SC-CCR Indicators	SC-CCR Indicators	Parent-Friendly Standards
Principles of Reading	Standard 3- Know and apply grade-level phonics and word analysis skills when decoding words.	x				2-RL.3.3, 2-RI.3.3	Read irregularly spelled two-syllable words and words with common prefixes and suffixes.	Read irregularly spelled two-syllable words. Read words with common prefixes and suffixes.
		x				2-RL.3.5, 2-RI.3.5	Use and apply knowledge of how inflectional endings change words.	Use and apply knowledge of how inflectional endings change words. (For example: adding -s, -ed, -ing)
		x				2-RL.3.6, 2-RI.3.6	Recognize and read grade-appropriate irregularly spelled words.	Read grade-appropriate words that do not follow typical spelling patterns.
			x			2-RL.3.2, 2-RI.3.2	Use knowledge of how syllables work to read multisyllabic words.	Use knowledge that every syllable has a vowel sound to read words with more than one syllable.
				x		2-RL.3.1, 2-RI.3.1	Use knowledge of r-controlled vowels to read.	Use knowledge of words using r-controlled vowels in words such as "work, party, story, etc."
					x	2-RL.3.4, 2-RI.3.4	Use and apply knowledge of vowel diphthongs.	Use and apply knowledge of words with vowel combinations such as ai (rain), ay (say), ee (deep), ea (eat), ow (grow), etc.
	Standard 4- Read with sufficient accuracy and fluency to support comprehension.	x				2-RL.4.1, 2-RI.4.1	Read grade-level texts with purpose and understanding.	Read grade-level texts with purpose and understanding.
		x				2-RL.4.2, 2-RI.4.2	Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	Read grade-level texts independently with few errors, at an appropriate speed, with feeling that matches the text, and appropriate tone of voice.
Meaning and Context	Standard 5- Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	X				2-RL.5.1, 2-RI.5.1	Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.	Ask and answer questions that represent exact words in the text and questions that require meaning that is not necessarily stated to show understanding of the text. Use details to figure out what is not directly said in the story.
		x				2-RL.5.2, 2-RI.5.2	Make predictions before and during reading; confirm or modify thinking.	Ask and answer questions to make a guess about what may happen. Check the text to confirm or change thinking.
	Standard 6- Summarize key details and ideas to support analysis of thematic development.	x				2-RL.6.1	Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.	Use information to demonstrate understanding of characters, places, and events in a story.
	Standard 6- Summarize key details and ideas to support analysis of central ideas.		x			2-RI.6.1	Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.	Retell a brief statement of the central (main) idea and details of a story.
	Standard 7-Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.			x		2-RL.7.1	Retell the sequence of major events using key details; determine the theme in a text heard or read.	Retell the beginning, middle, and end of the story using key details to determine the theme or overall message.
					x	2-RL.7.2	Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.	Compare and contrast texts (how the texts are alike and are different) by author or category of story.
	Standard 7- Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.				x	2-RI.7.1	Compare and contrast topics, ideas, or concepts across texts in a thematic, author, or genre study heard, read, or viewed.	Compare and contrast topics or ideas within informational texts.

## Second Grade Parent-Friendly Standards

Meaning and Context									
<p><b>Standard 8-</b> Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</p> <p><b>Standard 8-</b> Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p><b>Standard 8-</b> Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.</p> <p><b>Standard 9-</b> Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</p>			x			2-RL.8.1	<p>Read or listen closely to:</p> <p>a. compare and contrast characters' actions, feelings, and responses to major events or challenges;</p> <p>b. describe how cultural context influences characters, setting, and the development of the plot; and</p> <p>c. explain how cause and effect relationships affect the development of plot.</p>	Describe characters' actions and how they feel. Compare and contrast the characters, experiences, and response to major events. Describe how the culture affects the characters, time/place that a story happens, what happened and why it happened.	
				x			2-RI.8.1	Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.	Use words, phrases, pictures, and photos to provide information in nonfiction texts. Describe the parts of a nonfiction text and the relationship of the parts to the text. Describe the parts of a nonfiction text and the relationship of the parts to the text.
				x			2-RI.8.2	Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.	Describe the parts of a nonfiction text and the relationship of the parts to the text.
						x	2-RL.9.1	Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each.	Identify and explain how authors use similes (as brave as a lion), metaphor (life is a roller coaster), and sound devices (noises, words that begin with the same consonant).
						x	2-RL.9.2	Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.	Explain how words, phrases, conventions (spelling, punctuation, capitalization, and grammar) and pictures suggest feelings that appeal to the senses and add to the meaning of the story.
		x					2-RL.10.1, 2-RI.9.1	Use context to determine the meaning of words and phrases.	Ask and answer questions about known and unknown words.
<p><b>Standard 9(RI) &amp; 10 (RL)-</b> Apply a range of strategies to determine and deepen the meaning of known, unknown and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p>						2-RL.10.2, 2-RI.9.2	Determine the meaning of a newly formed word when a known affix is added to a known word.	Use common beginnings and endings to help determine what a word means.	
						2-RL.10.3, 2-RI.9.3	Use a base word to determine the meaning of an unknown word with the same base.	Understand that words have different meanings in texts.	
						2-RL.10.4, 2-RI.9.4	Use the meanings of individual words to predict the meaning of compound words.	Identify the two, smaller words put together to form a compound word.	
					x	2-RL.10.5	Use print and multimedia resources to determine or clarify the precise meaning of words or phrases.	Use a variety of resources to understand word connections and meanings.	
					x	2-RI.9.5	Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.	Use strategies in nonfiction (informational) texts to figure out unknown words and phrases.	
					x	2-RL.10.6	Acquire and use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.	Use strategies in literary (fiction) texts to figure out unknown words and phrases.	

Second Grade Parent-Friendly Standards

Language, Craft, and Structure	<b>Standard 10-</b> Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning and style.			x		2-RI.10.1	Identify and analyze the author's purpose.	Identify why the author wrote the informational text- to explain, entertain, inform, or convince.	
	<b>Standard 11-</b> Analyze and provide evidence of how the author's choice of- point of view, perspective, or purpose shapes content, meaning, and style.			x		2-RI.11.1	Identify and analyze the author's purpose.	Identify why the author wrote the literary story- to explain, entertain, inform, or convince.	
					x		2-RI.11.2	Recognize differences between the points of view and perspectives of the narrator and various characters.	Identify who is telling the story at different points, a narrator or one of the characters in the story.
	<b>Standard 12-</b> Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. <b>Standard 11-</b> Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	x					2-RI.12.1	Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.	Classify literary texts according to genres such as realistic fiction, folktales, and animal fantasies.
						x	2-RI.11.1	Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning.	Identify the order of the information. Compare and contrast the information that is the same or different.
					x	2-RI.11.2	Identify the structures an author uses to support specific points.	Identify the reasons an author gives to support his or her ideas in nonfiction text.	
					x	2-RI.12.2	Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.	Recognize the repeated phrases and conversation between characters presented in various formatting.	
Range and Complexity	<b>Standard 12-</b> Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	x				2-RI.12.1	Engage in whole and small group reading with purpose and understanding.	Participate in whole and small group reading to understand informational texts.	
		x				2-RI.12.2	Read independently for sustained periods of time.	Read informational texts independently for an extended period of time.	
		x				2-RI.12.3	Read and respond according to task and purpose to become self-directed, critical readers, and thinkers.	Read and respond to informational texts to show independence and critical thinking to question the text and how the student is thinking about the text.	
	<b>Standard 13-</b> Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	x				2-RL.13.1	Engage in whole and small group reading with purpose and understanding.	Participate in whole and small group reading to understand literary texts.	
		x				2-RL.13.2	Read independently for sustained periods of time to build stamina.	Read literary texts independently for an extended period of time.	
		x				2-RL.13.3	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	Read and respond to literary texts to show independence and critical thinking to question the text and how the student is thinking about the text.	

## Second Grade Parent-Friendly Standards

Writing	<b>Standard 1-</b> Write arguments to support claims with clear reasons and relevant evidence.			x		2-W.1.1	Explore print and multimedia sources to write opinion pieces that introduce the topic or text, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.	Write an opinion piece that introduces the topic, states an opinion, gives a reason for the opinion, and provides a sense of closure.
				x		2-W.1.2	Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.	Plan, revise and edit using your personal ideas and the ideas of others to make writing better.
	<b>Standard 2-</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		x			2-W.2.1	Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Write an informational piece that names a topic, supplies facts about the topic, and provide a sense of closure.
			x			2-W.2.2	Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.	Plan, revise and edit using your personal ideas and the ideas of others to make writing better.
	<b>Standard 3-</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	x				2-W.3.1	Explore multiple texts to write narratives that 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.	Write a narrative piece that recounts 2 or more sequenced events, includes details, time-related transition words to give the order, and provide a sense of closure.
		x				2-W.3.2	Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.	Plan, revise and edit using your personal ideas and the ideas of others to make writing better.
	<b>Standard 4-</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	x				2-W.4.6	Use positional, time, and place prepositions.	Use prepositions to relate to movement and position using phrases such as: <u>over</u> the wall, <u>under</u> the chair. Use prepositions to relate to time such as <u>at</u> 8:30, <u>on</u> Wednesday, <u>in</u> August. Use prepositions to relate to places such as <u>in front of</u> the board, <u>behind</u> the desk or <u>near</u> the door.
			x			2-W.4.7	Use conjunctions.	Use conjunctions such as: <u>and</u> , <u>but</u> , <u>or</u> , <u>so</u> , <u>because</u> .
				x		2-W.4.8	Produce, expand, and rearrange complete simple and compound sentences.	Write and add to simple (one subject and predicate) and compound (more than one subject and predicate) sentences. Declarative- makes a statement, Interrogative- asks a question, Imperative- gives a direction/command, Exclamatory- shows strong emotion or excitement
					x	2-W.4.1	Use collective nouns.	Use nouns that refer to a collection of things as a whole such as <u>herd</u> of cattle, <u>flock</u> of birds, <u>litter</u> of kittens, etc.
				x	2-W.4.2	Form and use frequently occurring irregular plural nouns.	Form and Use by changing the spelling of nouns by adding "s" or "es" to make the word plural. Examples: bug(s), loaf or loaf(es), mouse or mice, bench(es).	
				x	2-W.4.3	Use reflexive pronouns.	Use reflexive pronouns to refer to the object of a sentence making it the same as the subject. Examples: himself for boy, herself for girl, myself for I, ourselves for we, etc.	
				x	2-W.4.4	Form and use the past tense of frequently occurring irregular verbs	Use verbs to communicate a sense of the past, present or the future. Examples: say - said, know - knew, run - ran, etc.	
				x	2-W.4.5	Use adjectives and adverbs, and choose between them depending on what is to be modified.	Use adjectives (describe a noun) and adverbs (describe a verb, an adjective or other adverb).	

## Second Grade Parent-Friendly Standards

Writing	<b>Standard 5-</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	x				2-W.5.1	Capitalize greetings, months, days of the week, holidays, geographic names, and titles.	Capitalize or uppercase the first letter in words that are greetings, months, days of the week, holidays, geographic names, and titles.
		x				2-W.5.2	Use: a. periods, question marks, or exclamation marks at the end of sentences; b. commas in greetings and closings of letters, dates, and to separate items in a series; and c. apostrophes to form contractions and singular possessive nouns.	Use the correct ending mark at the end of a sentence, use commas in greetings and closings of letters, dates, and to separate items in a series, and use apostrophes to form contractions (can't - cannot, won't - will not) and singular possessive nouns (Sue's bike, Mark's train).
		x				2-W.5.3	Generalize learned spelling patterns and word families.	Spell words correctly using common grade-level spelling patterns.
				x		2-W.5.5	Consult print and multimedia resources to check and correct spellings.	Use a variety of resources to check and correct spellings.
					x	2-W.5.4	Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high frequency words.	Spell words that haven't been taught using knowledge of letter sounds. Spell common irregularly-spelled grade-level high-frequency words.
	<b>Standard 6-</b> Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	x				2-W.6.1	Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.	Write for short and extended periods of time.
		x				2-W.6.2	Print upper- and lower-case letters proportionally using appropriate handwriting techniques.	Print upper- and lower-case letters using appropriate handwriting.
					x	2-W.6.4	Begin to develop efficient keyboarding skills.	Locate letter keys on an electronic device to type basic messages.
					x	2-W.6.5	Begin to develop cursive writing.	Begin to write upper- and lower-case letters using cursive handwriting.

## Second Grade Parent-Friendly Standards

Communication	<b>Standard 1-</b> Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives	x				2-C.1.5	Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	Explain ideas and build on ideas of others through ongoing conversation.	
			x				2-C.1.1	Explore and create meaning through conversation, drama, questioning, and storytelling.	Create understanding of information through play, conversation, acting it out, questioning, and telling stories.
			x				2-C.1.2	Apply the skills of taking turns, listening to others, and speaking clearly.	Practice the skills of taking turns, listening to others, and speaking clearly.
			x				2-C.1.3	Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.	Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space.
			x				2-C.1.4	Participate in shared conversations with varied partners about focused grade-level topics and texts in small and large groups.	Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
	<b>Standard 2-</b> Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.		x				2-C.2.1	Articulate ideas and information gathered from various print and multimedia in a concise manner that maintains a clear focus.	Express ideas gathered from a variety of sources in a clear and brief manner.
			x				2-C.2.2	Participate in shared research; record observations, new learning, opinions and articulate findings.	Participate in shared research exploring a variety of texts. Express opinions and talk about findings.
	<b>Standard 4-</b> Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.			x			2-C.4.1	Identify speaker's purpose and details that keep the listener engaged.	Identify speaker's purpose and details that keep the listener engaged.
				x			2-C.4.2	Determine if the presentation has a logical introduction, body, and conclusion.	Identify the beginning, middle, and end of a presentation.
					x		2-C.4.3	Identify when the speaker uses intonation and word stress, includes media, addresses the audience, and determines word choice.	Identify when the speaker uses a tone of voice and word emphasis and includes media.
	<b>Standard 3-</b> Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.				x		2-C.3.1	Explain how ideas and topics are depicted in a variety of media and formats.	Explain and compare how ideas and topics are shown in a variety of formats.
						x	2-C.3.2	Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.	Use visual displays to communicate and clarify ideas, thoughts, and feelings.
	<b>Standard 5-</b> Incorporate craft techniques to engage and impact audience and convey messages.				x		2-C.5.1	Utilize intonation and word stress to highlight essential concepts and engage the audience.	Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme.
						x	2-C.5.2	Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, metaphor, onomatopoeia, and alliteration for impact.	Use a combination of words for impact.

## Second Grade Parent-Friendly Standards

MATHEMATICS									
Mathematical Process Standards demonstrate the ways in which students develop conceptual understanding of mathematical content and apply mathematical skills. Therefore, they will not be taught in isolation nor graded on the report card in isolation.									
Measurement & Data Analysis	2.MDA.6	x					2.MDA.6	2.MDA.6 Use analog and digital clocks to tell and record time to the nearest five-minute interval using a.m. and p.m.	Use analog (time represented by hands that spin around a dial) and digital (number displayed) clocks to tell and record time to the nearest five-minute interval using a.m. and p.m.
	2.MDA.3	x					2.MDA.3	2.MDA.3 Estimate and measure length/distance in customary units (i.e., inch, foot, yard) and metric units (i.e., centimeter, meter).	Make a guess and measure length/distance using customary units (ie., inch, foot, yard) and metric units (ie., centimeter, meter).
ATO	2.ATO.2	x					2.ATO.2	2.ATO.2 Demonstrate fluency with addition and related subtraction facts through 20.	Quickly add and subtract within 20.
Geometry Algebraic Thinking & Operations	2.G.2	x					2.G.2	2.G.2 Partition a rectangle into rows and columns of same-size squares to form an array and count to find the total number of parts.	Divide a rectangle into rows and columns of same-size squares to form an array and count to find the total number of parts.
	2.ATO.4	x					2.ATO.4	2.ATO.4 Use repeated addition to find the total number of objects arranged in a rectangular array with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	Use repeated addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and columns. Write an equation (number sentence) to express the total as a sum of equal addends. (e.g., 3 rows with 3 in each column- $3+3+3=9$ ).
	2.ATO.3	x					2.ATO.3	2.ATO.3 Determine whether a number through 20 is odd or even using pairings of objects, counting by twos, or finding two equal addends to represent the number (e.g., $3 + 3 = 6$ ).	Determine whether a number through 20 is odd or even using pairings of objects, counting by twos, or finding two equal addends to represent the number (e.g., $3 + 3 = 6$ ).
Measurement & Data Analysis; Algebraic Thinking & Operations; Number Sense Base Ten	2.MDA.5	x					2.MDA.5	2.MDA.5 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 through 99 on a number line diagram.	Show 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 through 99 on a number line diagram.
	2.ATO.1	x					2.ATO.1	2.ATO.1 Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 with unknowns in all positions.	Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 with unknowns in all positions.
	2.NSBT.5	x					2.NSBT.5	2.NSBT.5 Add and subtract fluently through 99 using knowledge of place value and properties of operations.	Add and subtract automatically and without hesitation through 99 using knowledge of place value and properties of operations.

## Second Grade Parent-Friendly Standards

Number Sense Base Ten	2.NSBT.3		x			2.NSBT.3	2.NSBT.3 Read, write and represent numbers through 999 using concrete models, standard form, and equations in expanded form.	Read, write, and show numbers to 999 using concrete models, standard form, and equations in expanded form.
	2.NSBT.2		x			2.NSBT.2	2.NSBT.2 Count by tens and hundreds to 1,000 starting with any number.	Count by tens and hundreds to 1,000 starting with any number.
	2.NSBT.8		x			2.NSBT.8	2.NSBT.8 Determine the number that is 10 or 100 more or less than a given number through 1,000 and explain the reasoning verbally and in writing.	Identify the number that is 10 more or less, or a 100 more or less than a given number up to 1,000. Explain your thinking out loud and in writing.
	2.NSBT.4		x			2.NSBT.4	2.NSBT.4 Compare two numbers with up to three digits using words and symbols (i.e., >, =, or <).	Compare two numbers with up to three digits using words and symbols (i.e., >, =, or <).
	2.NSBT.3		x			2.NSBT.3	2.NSBT.3 Read, write and represent numbers through 999 using concrete models, standard form, and equations in expanded form.	Read, write, and show numbers through 999 using concrete models, standard form, and equations in expanded form.
	2.NSBT.1a		x			2.NSBT.1a	2.NSBT.1a Understand place value through 999 by demonstrating that 100 can be thought of as a bundle (group) of 10 tens called a "hundred".	Understand place value (hundred, tens, ones) through 999 by showing that 100 can be thought of as a group of 10 tens called a "hundred".
	2.NSBT.1b		x			2.NSBT.1b	2.NSBT.1b Understand place value through 999 by demonstrating that the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones.	Understand place value (hundred, tens, ones) through 999 by showing that the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones.
2.NSBT.1c		x			2.NSBT.1c	2.NSBT.1c Understand place value through 999 by demonstrating that three-digit numbers can be decomposed in multiple ways (Example: 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.).	Understand place value (hundreds, tens, ones) through 999 by showing that three-digit numbers can be broken apart in many ways (e.g., 524 can be broken apart as 5 hundreds, 2 tens, and 4 ones and as 4 hundreds, 12 tens, and 4 ones, etc.)	
Number Sense Base Ten	2.NSBT.7			x		2.NSBT.7	2.NSBT.7 Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding.	Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value (hundreds, tens, ones) understanding.
	2.NSBT.6			x		2.NSBT.6	2.NSBT.6 Add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.	Add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.
Geometry	2.G.1				x	2.G.1	2.G.1 Identify triangles, quadrilaterals, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.	Identify triangles, quadrilaterals, hexagons, and cubes. Recognize and draw shapes having specified characteristics, such as a given number of angles or a given number of equal faces.
	2.G.3				x	2.G.3	2.G.3 Partition squares, rectangles and circles into two or four equal parts, and describe the parts using the words halves, fourths, a half of, and a fourth of. Understand that when partitioning a square, rectangle or circle into two or four equal parts, the parts become smaller as the number of parts increases.	Divide squares, rectangles and circles into two or four equal parts, and describe the parts using the words halves, fourths, a half of, and a fourth of. Understand that when dividing a square, rectangle or circle into two or four equal parts, the parts become smaller as the number of parts increases.

## Second Grade Parent-Friendly Standards

Measurement & Data Analysis	2.MDA.1				x	2.MDA.1	2.MDA.1 Select and use appropriate tools (Examples: rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object.	Select and use appropriate tools (Examples: rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object.
	2.MDA.3				x	2.MDA.3	2.MDA.3 Estimate and measure length/distance in customary units (Examples: inch, foot, yard) and metric units (Examples: centimeter, meter).	Estimate and measure length/distance in customary units (Examples: inch, foot, yard) and metric units (ie., centimeter, meter).
	2.MDA.4				x	2.MDA.4	2.MDA.4 Measure to determine how much longer one object is than another, using standard length units.	Measure to determine how much longer one object is than another using standard length units (Examples: inch, foot, yard).
	2.MDA.2				x	2.MDA.2	2.MDA.2 Measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain verbally and in writing how and why the measurements differ.	Measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain in words and writing how and why the measurements are different.
	2.MDA.5				x	2.MDA.5	2.MDA.5 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 through 99 on a number line diagram	Show whole numbers as lengths from 0 on a line where numbers are marked with equally spaced points corresponding to the numbers 0, 1, 2, ..., and show whole-number sums and differences through 99 on a line where numbers are marked.
	2.MDA.7				x	2.MDA.7	2.MDA.7 Solve real-world/story problems involving dollar bills using the \$ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.	Solve real-world/story problems involving dollar bills using the \$ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.
Measurement & Data Analysis	2.MDA.10				x	2.MDA.10	2.MDA.10 Draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.	Draw conclusions (make meaning out of what is not specifically stated) by looking at the information on t-charts, object graphs, picture graphs, and bar graphs.
	2.MDA.9				x	2.MDA.9	2.MDA.9 Collect, organize, and represent data with up to four categories using picture graphs and bar graphs with a single-unit scale.	Collect, arrange, and show data with up to four categories using picture graphs and bar graphs with a single-unit scale.
	2.MDA.8				x	2.MDA.8	2.MDA.8 Generate data by measuring objects in whole unit lengths and organize the data in a line plot using a horizontal scale marked in whole number units.	Create data by measuring objects in whole unit lengths and arrange the data in a line plot using a horizontal scale marked in whole number units.

## Second Grade Parent-Friendly Standards

Social Studies								
<b>Geography</b>	<b>SS.2-1:</b> The student will demonstrate an understanding of the local community as well as the fact that geography influences not only the development of communities but also the interactions between people and the environment.	x				SS.2-1.1	Identify on a map the location of places and geographic features of the local community (e. g., landforms, bodies of water, parks) using the legend and the cardinal directions.	Identify on a map the location of places and geographic features of the local community (e. g., landforms, bodies of water, parks) using the legend and the cardinal directions (North, South, East, West).
		x				SS.2-1.2	Recognize characteristics of the local region, including its geographic features and natural resources.	Recognize characteristics of the local region, including its geographic features (landforms, bodies of water, etc.) and natural resources (water, air, oil, etc.).
		x				SS.2-1.3	Recognize the features of urban, suburban, and rural areas of the local region.	Recognize the features of urban (city), suburban (life on the edge of a city), and rural (countryside) areas of the local region.
		x				SS.2-1.4	Summarize changes that have occurred in the local community over time, including changes in the use of land and in the way people earn their living.	Give a brief statement of the main points about changes that have occurred in the local community over time, including changes in the use of land and in the way people earn their living.
		x				SS.2-1.5	Identify on a map or globe the location of his or her local community, state, nation, and continent.	Identify on a map or globe the location of my local community, state, nation, and continent.
<b>Local, State, and National Government</b>	<b>SS.2-2:</b> The student will demonstrate an understanding of the structure and function of local, state, and national government.	x				SS.2-2.1	Identify the basic functions of government, including making and enforcing laws, protecting citizens, and collecting taxes.	Identify the basic functions of government, including making and enforcing laws, protecting citizens, and collecting taxes.
		x				SS.2-2.2	Recognize different types of laws and those people who have the power and authority to enforce them.	Recognize different types of laws and those people who have the power and authority to enforce them.
		x				SS.2-2.3	Identify the roles of leaders and officials in government, including law enforcement and public safety officials.	Identify the roles of leaders and officials in government, including law enforcement and public safety officials.
		x				SS.2-2.4	Explain the role of elected leaders, including mayor, governor, and president.	Explain the role of elected leaders, including mayor, governor, and president.
<b>Cultural Contributions in the United States</b>	<b>SS.2-4:</b> The student will demonstrate an understanding of cultural contributions made by people from the various regions in the United States.			x		SS.2-4.1	Recognize the basic elements that make up a cultural region in the United States, including language, beliefs, customs, art, and literature.	Recognize the basic elements that make up a cultural region in the United States, including language, beliefs, customs, art, and literature.
				x		SS.2-4.2	Compare the historic and cultural traditions of various regions in the United States and recognize the ways that these elements have been and continue to be passed across generations.	Compare what is the same and different about the historic and cultural traditions of various regions in the United States and recognize the ways that these elements have been and continue to be passed across generations.
				x		SS.2-4.3	Recognize the cultural contributions of Native American tribal groups, African Americans, and immigrant groups.	Recognize the cultural contributions of Native American tribal groups, African Americans, and immigrant groups.
				x		SS.2-4.4	Recall stories and songs that reflect the cultural history of various regions in the United States, including stories of regional folk figures, Native American legends, and African American folktales.	Recall stories and songs that reflect the cultural history of various regions in the United States, including stories of regional folk figures, Native American legends, and African American folktales.

## Second Grade Parent-Friendly Standards

<b>Goods and Services</b>	SS.2-3: The student will demonstrate an understanding of the role of goods and services and supply and demand in a community.				x	SS.2-3.1	Summarize the role of community workers who provide goods and services.	Give a brief statement of the main points about the role of community workers who provide goods and services.
					x	SS.2-3.2	Explain how people's choices about what to buy will determine what goods and services are produced.	Explain how people's choices about what to buy will determine what goods (items you buy) and services (actions that a person does for someone) are produced.
					x	SS.2-3.3	Explain ways that people may obtain goods and services that they do not produce, including the use of barter and money.	Explain ways that people may obtain goods (items you buy) and services (actions that a person does for someone) that they do not produce, including the use of barter (trading for an item) and money.
					x	SS.2-3.4	Identify examples of markets and price in the local community and explain the roles of buyers and sellers in creating markets and pricing.	Identify examples of markets and price in the local community and explain the roles of buyers and sellers in creating markets (place where buyers and sellers interact) and pricing (cost of items).
					x	SS.2-3.5	Explain the effects of supply and demand on the price of goods and services.	Explain the effects of supply (what is made or provided) and demand (amount of desire for an item) on the price of goods and services.
<b>Science</b>								
<b>Weather</b>	2.E.2A: The student will demonstrate an understanding of the daily and seasonal weather patterns.			x		2.E.2A.1	Analyze and interpret data from observations and measurements to describe local weather conditions (including temperature, wind, and forms of precipitation).	Use data and observations to describe local weather conditions.
				x		2.E.2A.2	Analyze local weather data to predict daily and seasonal patterns over time.	Use local weather data to predict daily and seasonal weather.
				x		2.E.2A.3	Develop and use models to describe and compare the effects of wind (moving air) on objects.	Develop and use models to describe the effects of moving air on objects
				x		2.E.2A.4	Obtain and communicate information about severe weather conditions to explain why certain safety precautions are necessary.	Use information about severe weather to explain why we need to take certain safety measures.
<b>Properties of Solids and Liquids</b>	2.P.3: The student will demonstrate an understanding of the observable properties of solids and liquids and the special properties of magnets.	x				2.P.3A.1	Analyze and interpret data from observations and measurements to describe the properties used to classify matter as a solid or liquid.	Use data and observations to describe the matter as a solid or liquid.
		x				2.P.3A.2	Develop and use models to exemplify how matter can be mixed together and separated again based on the properties of the mixture.	Develop and use models to show how matter can be mixed together and separated based on its properties.
		x				2.P.3A.3	Conduct structured investigations to test how adding or removing heat can cause changes in solids and liquids.	Test how adding or removing heat can cause solids or liquids to change.
		x				2.P.3A.4	Construct scientific arguments using evidence from investigations to support claims that some changes in solids or liquids are reversible and some are not when heat is added or removed.	Create a scientific argument regarding whether or not changes in solids and liquids can be reversed when adding or removing heat.
		x				2.P.3B.1	Conduct structured investigations to answer questions about how the poles of magnets attract and repel each other.	Investigate and answer questions about how the poles of a magnet repel and attract.
		x				2.P.3B.2	Analyze and interpret data from observations to compare the effects of magnets on various materials.	Use data from observing to compare the effects of magnets on various materials.
		x				2.P.3B.3	Obtain and communicate information to exemplify the uses of magnets in everyday life.	Get information and communicate it to discuss how magnets are used in everyday life.

## Second Grade Parent-Friendly Standards

Exploring Pushes and Pulls	2.P.4: The student will demonstrate an understanding of the effects of pushes, pulls, and friction on the motion of objects.	x				2.P.4A.1	Analyze and interpret data from observations and measurements to compare the effects of different strengths and directions of pushing and pulling on the motion of an object.	Use and interpret data from observations to compare how a push or pull can change the motion of an object.
		x				2.P.4A.2	Develop and use models to exemplify the effects of pushing and pulling on an object.	Use models to show the effect of pushing and pulling on an object.
		x				2.P.4A.3	Construct explanations of the relationship between the motion of an object and the pull of gravity using observations and data collected.	Explain the relationship between the motion of an object and the pull of gravity.
		x				2.P.4A.4	Conduct structured investigations to answer questions about the relationship between friction and the motion of objects.	Investigate and answer questions about the friction and motion.
		x				2.P.4A.5	Define problems related to the effects of friction and design possible solutions to reduce the effects of the motion of an object.	Explain the effects of friction and design solutions to reduce its effects.
Animals and Their Environments	2.L.5: The student will demonstrate an understanding of how the structures of animals help them survive and grow in their environments.				x	2.L.5A.1	Obtain and communicate information to classify animals (such as mammals, birds, amphibians, reptiles, fish, or insects) based on their physical characteristics.	Classify animals based on their physical characteristics.
					x	2.L.5A.2	Construct explanations for how structures (including structures for seeing, hearing, grasping, protection, locomotion, and obtaining and using resources) of different animals help them survive.	Explain how different bodily structures help different animals survive.
					x	2.L.5A.3	Construct explanations using observations and measurements of an animal as it grows and changes to describe the stages of development of the animal.	Observe and measure an animal as it grows and describe its stages of development.
					x	2.L.5B.1	Obtain and communicate information to describe and compare how animals interact with other animals and plants in the environment.	Obtain and communicate information about how animals interact with other organisms in their environment.
					x	2.L.5B.2	Develop and use models to exemplify characteristics of animals that help them survive in different environments (such as salt and freshwater, deserts, forests, wetlands, or polar lands).	Show how animal characteristics help them survive in various environments.
					x	2.L.5B.3	Analyze and interpret data from observations to describe how animals respond to changes in their environment (such as changes in food availability, water, or air).	Analyze and interpret data about how animals survive when their environment changes.
					x	2.L.5B.4	Construct scientific arguments to explain how animals can change their environments (such as the shape of the land or the flow of water).	Explain how animals can change their environment.