



Second Grade Priority Standards

READING: Literature

- RL1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understand of key details in a text.
- RL2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL9** Compare and contrast two or more versions of the same story by different authors or from different cultures.
- RL10** By the end of the year, read and comprehend literature, including stories and poetry, in the grade level complexity band proficiently, with scaffolding as needed at the high end of the range.

READING: Informational Text

- RI1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understand of key details in a text.
- RI2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI5** Know and use various text features to locate key facts or information in a text efficiently.
- RI10** By the end of year, read and comprehend informaitonal texts, including history/social studies, science, and technical texts, in the grade level complexity band proficiently, with scaffolding as needed at the high end of the range.

READING: Foundational Skills

- RF2** Know and apply grade-level phonics and word analysis skills in decoding words.
- RF4** Read with sufficient accuracy and fluency to support comprehension. a Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING

- W1** 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 to connect opinion and reasons, and provide a concluding statement or section.
- W2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W3** 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.

LANGUAGE

- L1** Conventions of Standard English: 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).

SPEAKING AND LISTENING

- SL1** Comprehension and Collaboration: 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 responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL4** Presentation of Knowledge and Ideas: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL6** Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)

MATH: Operations and Algebraic Thinking

- OA1** Represent and solve problems involving addition and subtraction. 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.
- OA2** Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
- OA3** Work with equal groups of objects to gain foundations for multiplication. 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.

MATH: Numbers and Operations

- NBT1** Understand place value. 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).
- NBT3** Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- NBT4** Understand place value. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- NBT5** Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

MATH: Measurement and Data

- MD1** Measure and estimate lengths in standard units. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

MD7 Work with time and money. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

MD8 Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

MATH: Geometry

G1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.