

## Second Grade English Language Arts Standards

Strand: reading Standards for Literature Grade Level: 2
<b>Substrands &amp; Standards</b>
<p><b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</li> <li>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> <li>3. Describe how characters in a story respond to major events and challenges.</li> </ol>
<p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.)</li> <li>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> </ol>
<p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>7. Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.</li> <li>8. (Not applicable to literature)</li> <li>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</li> </ol>
<p><b>Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>
Strand: Reading Standards for Informational Text Grade Level: 2
<b>Substrands &amp; Standards</b>
<p><b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</li> <li>2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</li> <li>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> </ol>
<p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language standards 4-6 for additional expectations.)</li> <li>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.</li> <li>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> </ol>
<p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> <li>8. Describe how reasons support specific points the author makes in a text.</li> <li>9. Compare and contrast the most important points presented by two texts on the same topic.</li> </ol>
<p><b>Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ol>
Strand: Reading Standards: Foundational Skills Grade Level: 2
<b>Substrands &amp; Standards</b>
<p><b>Print Concepts</b></p> <ol style="list-style-type: none"> <li>1. n/a</li> </ol>
<p><b>Phonological Awareness</b></p> <ol style="list-style-type: none"> <li>2. n/a</li> </ol>
<p><b>Phonics and Word Recognition</b></p> <ol style="list-style-type: none"> <li>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.             <ol style="list-style-type: none"> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>c. Decode regularly spelled two-syllable words with long vowels.</li> <li>d. Decode words with common prefixes and suffixes.</li> <li>e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>f. Recognize and read grade-appropriate irregularly spelled words.</li> </ol> </li> </ol>



## Second Grade English Language Arts Standards

### Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
  - a. Read on-level text with purpose and understanding.
  - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Strand: Writing Standards Grade Level: 2

#### Substrands & Standards

##### Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

##### Production and Distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

##### Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
8. Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)

##### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Strand: Speaking and Listening Standards Grade Level: 2

#### Substrands & Standards

##### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others' talk in conversations by linking their comments to the remarks of others.
  - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
  - a. Give and follow three- and four-step oral directions.
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

##### Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
  - a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

### Strand: Language Standards Grade Level: 2

#### Substrands & Standards



## Second Grade English Language Arts Standards

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Create readable documents with legible print.
  - b. Use collective nouns (e.g., *group*).
  - c. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
  - d. Use reflexive pronouns (e.g., *myself, ourselves*).
  - e. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
  - f. Use adjectives and adverbs, and choose between them depending on what is to be modified.
  - g. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Capitalize holidays, product names, and geographic names.
  - b. Use commas in greetings and closings of letters.
  - c. Use an apostrophe to form contractions and frequently occurring possessives.
  - d. Generalize learned spelling patterns when writing words (e.g., cage € badge; boy € boil).
  - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Compare formal and informal uses of English.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase.
  - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
  - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
  - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.
5. Demonstrate understanding of word relationships and nuances in word meanings.
  - a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
  - b. Distinguish shades of meanings among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).



## Second Grade Math Standards

### Operations and Algebraic Thinking

2.OA

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Add and subtract within 20.

2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.

3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

### Number and Operations in Base Ten

2.NBT

Understand place value.

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
  - a. 100 can be thought of as a bundle of ten tens — called a "hundred."
  - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2. Count within 1000; skip-count by 2s, 5s, 10s, and 100s. CA
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

Use place value understanding and properties of operations to add and subtract.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- 7.1 Use estimation strategies to make reasonable estimates in problem solving. CA
8. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.

### Measurement and Data

2.MD

Measure and estimate lengths in standard units.

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



## Second Grade Math Standards

Relate addition and subtraction to length.

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, and represent whole-number sums and differences within 100 on a number line diagram.

Work with time and money.

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year). CA
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Represent and interpret data.

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

### Geometry

2.G

Reason with shapes and their attributes.

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.<sup>5</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.



# Second Grade English Language Development Standards

## Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts

### Part I: Interacting in Meaningful Ways

#### Texts and Discourse in Context

#### English Language Development Level Continuum

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



## Second Grade English Language Development Standards

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

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



## Second Grade English Language Development Standards

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

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



## Second Grade English Language Development Standards

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

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



## Second Grade History/Social Studies Standards

### PEOPLE WHO MAKE A DIFFERENCE

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

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

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

#### ➤ Web Links

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

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

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

#### ➤ Web Links

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



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

### 2.3 Students explain governmental institutions and practices in the United States and other countries.

1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.

#### ➤ Web Links

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

### 2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
3. Understand how limits on resources affect production and consumption (what to produce and what to consume).

#### ➤ Web Links

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



**2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives from biographies of heroes such as Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson and Sally Ride.**

➤ **Web Links**

- <http://www.americaslibrary.gov/cgi-bin/page.cgi>  
America's Story - Meet Amazing Americans, Jump Back into Time
- <http://www.siec.k12.in.us/~west/proj/lincoln/class.htm>  
Abraham Lincoln – classroom activities
- [http://starchild.gsfc.nasa.gov/docs/StarChild/whos\\_who\\_level2/ride.html](http://starchild.gsfc.nasa.gov/docs/StarChild/whos_who_level2/ride.html)  
(Sally Ride)
- [http://www.imahero.com/herohistory/abe\\_herohistory.htm](http://www.imahero.com/herohistory/abe_herohistory.htm)  
(biography of Lincoln with activities and timeline)
- <http://www.unitedstreaming.com>
  - Presidents Day: Washington and Lincoln
  - Animated Heroes Classic: President Abraham Lincoln, Harriet Tubman, Florence Nightingale, Marie Curie, Helen Keller, Benjamin Franklin, and George Washington



## Second Grade Science Standards

### PHYSICAL SCIENCES

#### 1. The motion of objects can be observed and measured. As a basis for understanding this concept:

- Students know* the position of an object can be described by locating it in relation to another object or to the background.
- Students know* an object's motion can be described by recording the change in position of the object over time.
- 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.
- Students know* tools and machines are used to apply pushes and pulls (forces) to make things move.
- Students know* objects fall to the ground unless something holds them up.
- Students know* magnets can be used to make some objects move without being touched.
- Students know* sound is made by vibrating objects and can be described by its pitch and volume.

#### ➤ Web Links

- <http://www.fi.edu/qa97/spotlight3/spotlight3.html>  
Simple Machines
- <http://www.mos.org/sln/Leonardo/InventorsToolbox.html>
- <http://www.edheads.org/activities/simple-machines/index.htm>  
Simple Machines – identify simple and compound machines while exploring in a house and tool shed
- <http://www.acs.org/portal/a/c/s/1/wondernetdisplay.html?DOC=wondernet\activities\sound\sound.html>  
Science project on sound and pitch
- <http://www.unitedstreaming.com/>
  - Simple Machines
  - Simple Machines: A First Look
  - Discovering Simple Machines: Inclined Plane, Wedge, Screw
  - Discovering Simple Machines: Lever, Wheel, Axle and Pulley
  - Discovering Simple Machines: Compound Machines
  - Push and Pull: Simple Machines at Work
  - Discovering Simple Machines: Work and Energy
  - The Magic of Magnetism
  - TLC Elementary School: Earth's Energy
  - How Things Move

### LIFE SCIENCES

#### 2. Plants and animals have predictable life cycles. As a basis for understanding this concept:

- Students know* that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.
- Students know* the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.
- Students know* many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
- Students know* there is variation among individuals of one kind within a population.
- Students know* light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.
- Students know* flowers and fruits are associated with reproduction in plants.

#### ➤ Web Links

- <http://www.kidskonnnect.com/LifeCycles/LifeCycleHome.html>  
Life Cycles – frog, butterfly and plants
- <http://www.enchantedlearning.com/coloring/lifecycles.shtml>  
Animal Life Cycle printouts (many printable pictures and diagrams-available in many languages)
- <http://www.kiddyhouse.com/Themes/frogs/>  
All About Frogs for Kids
- <http://www.units.muohio.edu/dragonfly/cycle/index.html>  
Life Cycles: The Monarch Butterfly
- <http://oswego.org/staff/cchamber/resources/lifecycle.cfm>



- Site has many links to life cycles
- [http://www.teachersdomain.org/K-2/sci/life/cyc/lp\\_plantcycle/index.html](http://www.teachersdomain.org/K-2/sci/life/cyc/lp_plantcycle/index.html)  
Plant Life Cycles – also has 3 quick time videos
- <http://www.sws-wis.com/lifecycles/lc.html>  
Phenology – plant and animal cycles of nature
- <http://www.unitedstreaming.com/>
  - Insect Lifecycles: Metamorphosis
  - Amphibians: Amazing Animals
  - Concepts In Nature: Instincts in Animals
  - Butterflies and Bees
  - Plants: A First Look
  - Play and Discover with Digger and Splat: Green and Growing
  - Stage One Science: Growing
  - Biology: The Science of Life: The World of Plants
  - Debbie Greenthumb: How Plants Grow
  - Debbie Greenthumb: Plants Can Be Found Anywhere
  - How Plants Grow
  - Animal Life Cycles
  - World of Nature: Monarch Butterfly: Milkweed to Mexico

## EARTH SCIENCES

- 3. 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.
  - b. *Students know* smaller rocks come from the breakage and weathering of larger rocks.
  - c. *Students know* that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.
  - d. *Students know* that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.
  - e. *Students know* rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

### ➤ Web Links

- <http://www.teachersfirst.com/lessons/rocks/index.cfm>  
The Rock Family – exploring igneous, sedimentary and metamorphic rocks
- <http://scorescience.humboldt.k12.ca.us/fast/teachers/Rocks/index.htm>  
Explores rocks and minerals and has several activities
- <http://www.canteach.ca/elementary/life19.html>  
Making fossils
- <http://www.nrcs.usda.gov/Feature/education/squirm/skworm.html>  
Questions and answers about soil
- <http://gallery.in-tch.com/~earthhistory/>  
Gallery of scientific illustrations representing Earth’s ancient life, landscapes, dinosaurs and prehistoric creatures
- <http://www.discoveringfossils.co.uk/>  
Discovering Fossils – what a fossil is and the equipment needed
- <http://www.gtlsys.com/>  
Collecting Fossils in California – pictures of fossils that have been recently collected
- <http://www.fossilmuseum.net/index.htm>  
Virtual Fossil Museum – Click on Fossils and then scroll down to fossil gallery (click to view)
- <http://www.unitedstreaming.com/>
  - Fossil Life: An Introduction
  - TLC Elementary School: Prehistoric Earth
  - The Living Earth
  - Exploring Dinosaurs
  - Where Did They Go? A Dinosaur Update
  - Geologists, Notebook: Three Rocks
  - Junior Geologist: Rocks and Minerals



## INVESTIGATION AND EXPERIMENTATION

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Make predictions based on observed patterns and not random guessing.
- b. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.
- c. Compare and sort common objects according to two or more physical attributes such as color, shape, texture, size, weight.
- d. Write or draw descriptions of a sequence of steps, events, and observations.
- e. Construct bar graphs to record data, using appropriately labeled axes.
- f. Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.
- g. Follow oral instructions for a scientific investigation.

### ➤ Web Links

- <http://school.discovery.com/lessonplans/programs/frictioninourlives/>  
Friction in Our Lives – science activity exploring friction- involves recording predictions and observations
- <http://school.discovery.com/lessonplans/> -  
web site with many science lessons (select a grade level and subject to begin a search)
- <http://www.unitedstreaming.com/>
  - Math Monster Patterns



## Second Grade Health Standards

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### **Nutrition and Physical Activity**

#### **Standard 1: Essential Concepts**

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

#### **Standard 2: Analyzing Influences**

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

#### **Standard 3: Accessing Valid Information**

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

#### **Standard 4: Interpersonal Communication**

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

#### **Standard 5: Decision Making**

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

#### **Standard 6: Goal Setting**

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

#### **Standard 7: Practicing Health-Enhancing Behaviors**

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

#### **Standard 8: Health Promotion**

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

### **Alcohol, Tobacco, and Other Drugs**

#### **Standard 1: Essential Concepts**

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

#### **Standard 3: Accessing Valid Information**

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

#### **Standard 4: Interpersonal Communication**

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

#### **Standard 5: Decision Making**

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



## **Mental, Emotional, and Social Health**

### **Standard 1: Essential Concepts**

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

### **Standard 2: Analyzing Influences**

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

### **Standard 3: Accessing Valid Information**

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

### **Standard 4: Interpersonal Communication**

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

### **Standard 5: Decision Making**

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

### **Standard 6: Goal Setting**

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

### **Standard 7: Practicing Health-Enhancing Behaviors**

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

### **Standard 8: Health Promotion**

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



# Second Grade Physical Education Standards

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## STANDARD 1

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

### Movement Concepts

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

### Body Management

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

### Locomotor Movement

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

### Manipulative Skills

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

### Rhythmic Skills

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

## STANDARD 2

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

### Movement Concepts

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

### Body Management

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

### Locomotor Movement

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

### Manipulative Skills

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



### **STANDARD 3**

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

#### **Fitness Concepts**

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

#### **Aerobic Capacity**

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

#### **Muscular Strength/Endurance**

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

3.4 Traverse the overhead ladder one bar at a time.

#### **Flexibility**

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

#### **Body Composition**

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

#### **Assessment**

3.7 Measure improvements in individual fitness levels.

### **STANDARD 4**

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

#### **Fitness Concepts**

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

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

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

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

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

#### **Aerobic Capacity**

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

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

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

#### **Muscular Strength/Endurance**

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

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

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

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

#### **Flexibility**

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

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

#### **Body Composition**

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

### **STANDARD 5**

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

#### **Self-Responsibility**

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

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

#### **Social Interaction**

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

5.4 Encourage others by using verbal and nonverbal communication.

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

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

#### **Group Dynamics**

5.7 Participate positively in physical activities that rely on cooperation.



# Second Grade Visual And Performing Arts Standards

## DANCE

### 1.0 ARTISTIC PERCEPTION

#### Development of Motor Skills and Technical Expertise

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

#### Comprehension and Analysis of Dance Elements

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

#### Development of Dance Vocabulary

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

### 2.0 CREATIVE EXPRESSION

#### Creation/Invention of Dance Movements

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

#### Application of Choreographic Principles and Processes to Creating Dance

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

#### Communication of Meaning in Dance

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

#### Development of Partner and Group Skills

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

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Development of Dance

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

#### History and Function of Dance

- 3.4 Describe dances seen in celebrations and community events.

### 4.0 AESTHETIC VALUING

#### Description, Analysis, and Criticism of Dance

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

#### Meaning and Impact of Dance

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

### 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

#### Connections and Applications Across Disciplines

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

#### Development of Life Skills and Career Competencies

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

## MUSIC

### 1.0 ARTISTIC PERCEPTION

#### Read and Notate Music

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



### Listen to, Analyze, and Describe Music

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

## **2.0 CREATIVE EXPRESSION**

### Apply Vocal and Instrumental Skills

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

### Music Compose, Arrange, and Improvise

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

## **3.0 HISTORICAL AND CULTURAL CONTEXT**

### Role of Music

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

### Diversity of Music

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

## **4.0 AESTHETIC VALUING**

### Analyze and Critically Assess

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

### Derive Meaning

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

## **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

### Connections and Applications

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

### Careers and Career-Related Skills

- 5.2 Identify and discuss who composes and performs music.

## **THEATRE**

### **1.0 ARTISTIC PERCEPTION**

#### Development of the Vocabulary of Theatre

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

#### Comprehension and Analysis of the Elements of Theatre

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

### **2.0 CREATIVE EXPRESSION**

#### Development of Theatrical Skills

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

#### Creation/Invention in Theatre

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

### **3.0 HISTORICAL AND CULTURAL CONTEXT**

#### Role and Cultural Significance of Theatre

- 3.1 Identify theatre and storytelling forms from different cultures.

#### History of Theatre

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

### **4.0 AESTHETIC VALUING**

#### Critical Assessment of Theatre

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

### **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

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

#### Careers and Career-Related Skills

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



## **VISUAL ARTS**

### **1.0 ARTISTIC PERCEPTION**

#### Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Perceive and describe repetition and balance in nature, in the environment, and in works of art.
- 1.2 Perceive and discuss differences in mood created by warm and cool colors.

#### Analyze Art Elements and Principles of Design

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

### **2.0 CREATIVE EXPRESSION**

#### Skills, Processes, Materials, and Tools

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

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

#### Communication and Expression Through Original Works of Art

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

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

- 2.5 Use bilateral or radial symmetry to create visual balance.

### **3.0 HISTORICAL AND CULTURAL CONTEXT**

#### Role and Development of the Visual Arts

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

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

#### Diversity of the Visual Arts

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

### **4.0 AESTHETIC VALUING**

#### Derive Meaning

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

- 4.2 Compare different responses to the same work of art.

#### Make Informed Judgments

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

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

### **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

#### Connections and Applications

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

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

#### Visual Literacy

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

#### Careers and Career-Related Skills

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



2nd Grade  
Technology Standards

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



## 2nd Grade Technology Standards

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



# MATERIALS AND RESOURCES

## Second Grade

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### READING/LANGUAGE ARTS

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

#### Teacher's Resources

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

#### Small Group Leveled Texts

Units 1-10

#### Small Group Leveled Texts Teacher Support

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

#### Small Group Reader's Theater

Units 1-10

#### Whole Group/Phonics

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

#### Text for Close Reading Consumable Student Book

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

#### Texts for ELD

Student Book – Set of 10

#### Instructional Minutes:

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

## WRITING

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

The following materials are used:

#### Teacher Manuals:

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



## TECHNOLOGY

### Student Programs:

- ❖ Accelerated Reader
- ❖ Benchmark Universe
- ❖ Go Math!
- ❖ i-Ready
- ❖ MobyMax
- ❖ Starfall
- ❖ Typing Agent

## MATHEMATICS

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

### Student Materials:

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

### Teacher Resource Materials:

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

### Instructional Minutes:

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

## HISTORY/SOCIAL SCIENCE

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

### Teacher Editions:

*People We Know*

*California Homework & Practice Book*

*California Success for English Learners*

*Time for Kids Readers*

### One Per Student:

*People We Know*

Homework and Practice Book

Spotlight on Standards Reader

Student Edition CD-Rom

Student Edition e-book

Graphic Organizers Write-On/Wipe-off Cards

Atlas, Primary



**Teacher Resource Materials:**

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

**SCIENCE**

**California Science** (Harcourt School Publishers) is the basic text for students. The following materials are used:

**Teacher Editions:**

**California Science**

Spotlight on Standards Reader

**One Per Student:**

**California Science**

Spotlight on Standards Reader

Student Edition e-Book

**Teacher Resource Materials:**

California ePlanner

California Student Edition Audiotext  
CD Collection

California Success for English Learners

California Assessment Guide

California Hands-On Resources

California Science Content Standards  
Vocabulary Cards

**Teacher Resource Materials Continued:**

California Science Content Support, Student Edition

California Science Content Support, Teacher's Edition

California Science Picture Cards

California Lab Manual, Student Edition

California Lab Manual, Teacher Edition

California Activity Video DVD

California Science Reading Intervention Strategies

California Science Content Readers, Teachers' Guide

California Science Content Readers Audiotext CD

6 copies each of Below-Level, On-Level and Above  
Level Readers

California All-in-One CD-ROM for Planning

California Electronic Visual Summary/Inquiry  
transparencies CD-ROM

California Student Edition on CD ROM

**PHYSICAL EDUCATION**

**SPARK Grades K-2 PE Teacher's Guide**

**Instructional Minutes:**

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