

2nd Grade Standards by Quarter

Quarter 2, 2017-2018

Power Standards	SC-CCR	Q1	Q2	Q3	Q4	SC-CCR Indicators	Parent Friendly Standards
<b>I can use phonics and word analysis to decode words.</b>  <b>I can read and understand Second Grade Fiction.</b>	2-RL.3.2, 2-RI.3.2		x			Use knowledge of how syllables work to read multisyllabic words.	I can read multisyllabic words.
	2-RL.10.2		x			Determine the meaning of a newly formed word when a known affix is added to a known word.	I can determine the meaning of the new word when a prefix and suffix is added.
	2-RL.10.3		x			Use a base word to determine the meaning of an unknown word with the same base.	I can use base words as a clue to the meaning of unknown words with the same base (e.g., addition, additional).
	2-RL.10.4		x			Use the meanings of individual words to predict the meaning of compound words.	I can use individual words to predict the meaning of compound words.
<b>I can read and understand Second Grade Nonfiction.</b>	2-RI.5.1		x			Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.	I can read on-level nonfiction text with purpose and understanding.
	2-RI.6.1		x			Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.	I can retell the main idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.
	2-RI.8.1		x			Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.	I can identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.
	2-RI.8.2		x			Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.	I can use the index, headings, bullets, and captions to locate key facts and information. I can explain the relationship between these features and the text.
	2-RI.9.2		x			Determine the meaning of a newly formed word when a known affix is added to the word.	I can determine the meaning of the new word when a prefix and suffix is added.

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<b>I can plan, edit, and revise my writing.</b>	2-RI.9.3		x			Use a base word to determine the meaning of an unknown word with the same base.	I can use base words as a clue to the meaning of unknown words with the same base (e.g., addition, additional).
	2-W.2.1		x			Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	I can write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	2-W.2.2		x			Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.	I can plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen informational writing.
<b>I can write independently and legibly for a variety of tasks.</b>  <b>I can use appropriate grammar when writing.</b>	2-W.6.1	x	x	x	x	Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.	I can write every day for an extended period of time and for a variety of purposes and audiences.
	2-W.4.7		x			Use conjunctions.	I can use conjunctions.
	2-W.4.8		x			Produce, expand, and rearrange complete simple and compound sentences.	I can 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).
<b>I can work with a partner to research, gather information, and use different sources to write.</b>	2-C.2.1		x			Articulate ideas and information gathered from various print and multimedia in a concise manner that maintains a clear focus.	I can clearly communicate my ideas and information gained from different sources.
	2-C.2.2		x			Participate in shared research; record observations, new learning, opinions and articulate findings.	I can work as part of a team to research, record observations, and share my opinions and what I learn.

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<b>I can speak clearly and effectively while respecting others' perspectives.</b>	2-C.1.1		x		x	Explore and create meaning through conversation, drama, questioning, and story-telling.	I can participate and create meaning through conversations, drama, questioning, and story-telling.
	2-C.1.2		x		x	Apply the skills of taking turns, listening to others, and speaking clearly.	I can take turns, listen to others, and speak clearly.
	2-C.1.3		x		x	Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.	I can communicate using proper volume and tone, eye contact, facial expressions, and posture.
	2-C.1.4		x		x	Participate in shared conversations with varied partners about focused grade-level topics and texts in small and large groups.	I can participate in shared conversations about grade-level topics and texts in small and large groups.
<b>I can read independently and fluently for extended periods of time.</b>	2-RL.3.6, 2-RI.3.6	x	x	x	x	Recognize and read grade-appropriate irregularly spelled words.	I can recognize and read grade-appropriate words that do not follow typical spelling patterns.
	2-RL.4.1, 2-RI.4.1	x	x	x	x	Read grade-level texts with purpose and understanding.	I can read on-level fiction text with purpose and understanding.
	2-RL.4.2, 2-RI.4.2	x	x	x	x	Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	With practice, I can read grade-level fiction texts out loud with accuracy, appropriate rate, expression, intonation, and phrasing.
	2-RL.13.1	x	x	x	x	Engage in whole and small group reading with purpose and understanding.	I can participate in whole and small group reading with purpose and understanding.
	2-RL.13.2	x	x	x	x	Read independently for sustained periods of time to build stamina.	I can read independently for extended periods of time.
	2-RL.13.3	x	x	x	x	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	I can read, respond, and think critically about texts.
	2-RI.12.1	x	x	x	x	Engage in whole and small group reading with purpose and understanding.	I can participate in whole and small group reading with purpose and understanding of nonfiction texts.

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	2-RI.12.2	x	x	x	x	Read independently for sustained periods of time.	I can read nonfiction texts independently for extended periods of time.
	2-RI.12.3	x	x	x	x	Read and respond according to task and purpose to become self-directed, critical readers, and thinkers.	I can read, respond, and think critically about nonfiction texts.
<b>I can use addition and subtraction to help me understand and solve problems.</b>	2.ATO.1		x	x	x	2.ATO.1 Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 with unknowns in all positions.	I can solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 with unknowns in all positions
<b>I can add and subtract to 20.</b>	2.ATO.2	x	x			2.ATO.2 Demonstrate fluency with addition and related subtraction facts through 20.	I can fluently add and subtract within 20 using mental strategies. I know from memory all sums of two one-digit numbers.
<b>I can use place value to help me understand numbers.</b>	2.NSBT.1a		x			a. 100 can be thought of as a bundle (group) of 10 tens called a “hundred”.	I understand that 100 can be thought of as a bundle of ten tens — called a “hundred.”
	2.NSBT.1b		x			2.NSBT.1 Understand place value through 999 by demonstrating that: b. the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones.	I understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. (For Example; 706 equals 7 hundreds, 0 tens, and 6 ones.)
	2.NSBT.1c		x			c. three-digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.).	I understand that three-digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.).

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I can use place value to understand addition and subtraction.	2.NSBT.5		x	x		2.NSBT.5 Add and subtract fluently through 99 using knowledge of place value and properties of operations. <b><i>Fluently and fluency describe a student's ability to compute with accuracy, flexibility, and efficiency. (Kilpatrick, Swafford, &amp; Findell, 2001) Fluency should be a focus all year through number talks/routines, but not reported until the end of the year.</i></b>	I can fluently add and subtract fluently through 99 using knowledge of place value and properties of operations.
I can solve real-world story problems involving bills and coins.	2.MDA.7		x			2.MDA.7 Solve real-world/story problems involving dollar bills using the \$ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.	I can solve real-world/story problems involving dollar bills using the \$ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
I can organize and explain data.	2.MDA.10		x			2.MDA.10 Draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.	I can draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.
I understand how geography affects the community.	SS.2-1.1	x	x	x	x	Identify on a map the location of places and geographic features of the local community (e.g., landforms, bodies of water, parks) using the legend and the cardinal directions.	I can identify on a map the location of places and geographic features of the local community (e.g., landforms, bodies of water, parks) using the legend and the cardinal directions.
	SS.2-1.5	x	x	x	x	Identify on a map or globe the location of his or her local community, state, nation, and continent.	I can identify on a map or globe the location of my local community, state, nation, and continent.
	SS.2-2.1		x			Identify the basic functions of government, including making and enforcing laws, protecting citizens, and collecting taxes.	I can identify the basic functions of government, including making and enforcing laws, protecting citizens, and collecting taxes.

<b>I can show how the local, state, and national governments work.</b>	SS.2-2.2		x			Recognize different types of laws and those people who have the power and authority to enforce them.	I can recognize different types of laws and those people who have the power and authority to enforce them.
	SS.2-2.3		x			Identify the roles of leaders and officials in government, including law enforcement and public safety officials.	I can identify the roles of leaders and officials in government, including law enforcement and public safety officials.
	SS.2-2.4		x			Explain the role of elected leaders, including mayor, governor, and president.	I can explain the role of elected leaders, including mayor, governor, and president.
<b>I can explain the effects of pushes, pulls, and friction on the motion of objects.</b>	2.P.4A.1		x			Analyze and interpret data from observations and measurements to compare the effects of different strengths and directions of pushing and pulling on the motion of an object.	I can use data and observations to compare how a push or pull can change the motion of an object.
	2.P.4A.2		x			Develop and use models to exemplify the effects of pushing and pulling on an object.	I can use models to show the effect of pushing and pulling on an object.
	2.P.4A.3		x			Construct explanations of the relationship between the motion of an object and the pull of gravity using observations and data collected.	I can explain the relationship between the motion of an object and the pull of gravity.
	2.P.4A.4		x			Conduct structured investigations to answer questions about the relationship between friction and the motion of objects.	I can investigate and answer questions about the friction and motion.
	2.P.4A.5		x			Define problems related to the effects of friction and design possible solutions to reduce the effects of the motion of an object.	I can explain the effects of friction and can design solutions to reduce its effects.