

2nd Grade Standards by Quarter

Quarter 3, 2017-2018

Power Standards	SC-CCR	Q1	Q2	Q3	Q4	SC-CCR Indicators	Parent Friendly Standards
I can use phonics and word analysis to decode words.	2-RL.3.1, 2-RI.3.1			x		Use knowledge of r-controlled vowels to read.	I can read words with r-controlled vowels (e.g. far).
	2-RL.3.4, 2-RI.3.4			x		Use and apply knowledge of vowel diphthongs.	I can use and apply knowledge of vowel diphthongs (e.g. boil).
	2-RL.7.1			x		Retell the sequence of major events using key details; determine the theme in a text heard or read.	I can retell the sequence of major events using key details. I can determine the theme in a text heard or read.
	2-RL.7.2			x		Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.	I can read or listen closely in order to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.
I can read and understand Second Grade Fiction.	2-RL.8.1			x		Read or listen closely to: a. compare and contrast characters' actions, feelings, and responses to major events or challenges; b. describe how cultural context influences characters, setting, and the development of the plot; and c. explain how cause and effect relationships affect the development of plot.	I can read or listen closely to: a. compare and contrast characters' actions, feelings, and responses to major events or challenges; b. describe how cultural context influences characters, setting, and the development of the plot; and c. explain how cause and effect relationships affect the development of plot.
	2-RL.10.5			x		Use print and multimedia resources to determine or clarify the precise meaning of words or phrases.	I can use both print and digital resources, to determine or understand the meaning of words and phrases.
	2-RL.11.1			x		Identify and analyze the author's purpose.	I can identify and analyze the author's purpose.
	2-RL.12.2			x		Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.	I can recognize characteristics of different text structures (e.g diary).
I can read and understand	2-RI.9.4			x		Use print and multimedia resources to determine or clarify the precise meaning of words or phrases.	I can use both print and digital resources to determine or understand the meaning of words and phrases.

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Understand Second Grade Nonfiction.	2-RI.10.1			x		Identify and analyze the author's purpose.	I can identify and analyze the author's purpose.
	2-RI.11.2			x		Identify the structures an author uses to support specific points.	I can identify the structures an author uses to support specific points.
I can plan, edit, and revise my writing.	2-W.1.1			x		Explore print and multimedia sources to write opinion pieces that introduce the topic or text, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.	I can write opinion pieces that introduce the topic or text, state an opinion and supply reasons that support the opinion. I can use transitional words to connect opinions and reasons, and provide a concluding statement or section.
	2-W.1.2			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 opinion writing.
I can write independently and legibly for a variety of tasks.	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.5.1			x		Capitalize greetings, months, days of the week, holidays, geographic names, and titles.	I can capitalize greetings, months, days of the week, holidays, geographic names, and titles.
	2-W.5.2			x		Use: a. periods, question marks, or exclamation marks at the end of sentences; b. commas in greetings and closings of letters, dates, and to separate items in a series; and c. apostrophes to form contractions and singular possessive nouns.	I can use punctuation correctly, including: a. periods, question marks, or exclamation marks at the end of sentences; b. commas in greetings and closings of letters, dates, and to separate items in a series; and c. apostrophes to form contractions and singular possessive nouns.

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writing.	2-W.5.3			x		Generalize learned spelling patterns and word families.	I can generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
	2-W.5.5			x		I can consult print and multimedia resources to check and correct spellings.	Consult print and digital resources to check and correct spellings.
I can speak clearly and effectively while respecting others' perspectives.	2-C.4.1			x		Identify speaker's purpose and details that keep the listener engaged.	I can identify speaker's purpose and details that keep the listener engaged.
	2-C.4.2			x		Determine if the presentation has a logical introduction, body, and conclusion.	I can determine if the presentation has a logical introduction, body, and conclusion.
I can read independently and fluently for extended periods of time.	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.
	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.

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	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.
I can use addition and subtraction to help me understand and solve problems.	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
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. <i>Fluently and fluency describe a student's ability to compute with accuracy, flexibility, and efficiency. (Kilpatrick, Swafford, & Findell, 2001) Fluency should be a focus all year through number talks/routines, but not reported until the end of the year.</i>	I can fluently add and subtract fluently through 99 using knowledge of place value and properties of operations.
	2.NSBT.6			x		2.NSBT.6 Add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.	I can add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.
	2.NSBT.7			x	x	2.NSBT.7 Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding.	I can add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding.

I can estimate and measure the length of objects.	2.MDA.1			x		2.MDA.1 Select and use appropriate tools (e.g., rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object.	I can select and use appropriate tools (e.g., rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object.
	2.MDA.2			x		2.MDA.2 Measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain verbally and in writing how and why the measurements differ.	I can measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain verbally and in writing how and why the measurements differ.
	2.MDA.3			x		2.MDA.3 Estimate and measure length/distance in customary units (i.e., inch, foot, yard) and metric units (i.e., centimeter, meter).	I can estimate and measure length/distance in customary units (i.e., inch, foot, yard) and metric units (i.e., centimeter, meter).
	2.MDA.4			x		2.MDA.4 Measure to determine how much longer one object is than another, using standard length units.	I can measure to determine how much longer one object is than another, using standard length units.
I can use addition and subtraction to solve measurement problems.	2.MDA.5			x		2.MDA.5 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences through 99 on a number line diagram	I can represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences through 99 on a number line diagram
I can organize and explain data.	2.MDA.8			x		2.MDA.8 Generate data by measuring objects in whole unit lengths and organize the data in a line plot using a horizontal scale marked in whole number units.	I can generate data by measuring objects in whole unit lengths and organize the data in a line plot using a horizontal scale marked in whole number units.

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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.
I understand how different cultures have contributed to the United States.	SS.2-4.1			x		Recognize the basic elements that make up a cultural region in the United States, including language, beliefs, customs, art, and literature.	I can recognize the basic elements that make up a cultural region in the United States, including language, beliefs, customs, art, and literature.
	SS.2-4.2			x		Compare the historic and cultural traditions of various regions in the United States and recognize the ways that these elements have been and continue to be passed across generations.	I can compare the historic and cultural traditions of various regions in the United States and recognize the ways that these elements have been and continue to be passed across generations.
	SS.2-4.3			x		Recognize the cultural contributions of Native American tribal groups, African Americans, and immigrant groups.	I can recognize the cultural contributions of Native American tribal groups, African Americans, and immigrant groups.
	SS.2-4.4			x		Recall stories and songs that reflect the cultural history of various regions in the United States, including stories of regional folk figures, Native American legends, and African American folktales.	I can recall stories and songs that reflect the cultural history of various regions in the United States, including stories of regional folk figures, Native American legends, and African American folktales.
I can explain daily and seasonal	2.E.2A.1			x		Analyze and interpret data from observations and measurements to describe local weather conditions (including temperature, wind, and forms of precipitation).	I can use data and observations to describe local weather conditions.
	2.E.2A.2			x		Analyze local weather data to predict daily and seasonal patterns over time.	I can use local weather data to predict daily and seasonal weather.

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weather patterns.	2.E.2A.3			x		Develop and use models to describe and compare the effects of wind (moving air) on objects.	I can develop and use models to describe the effects of wind.
	2.E.2A.4			x		Obtain and communicate information about severe weather conditions to explain why certain safety precautions are necessary.	I can use information about severe weather to explain why we need to take certain safety measures.