



Priority Content Standards
SECOND GRADE

English Language Arts

Based on CA Common Core and SBAC Priority Standards

Strand	Standards
Reading	<p>Literature RL1 Ask and answer such questions as who, what, where, when, why, and how to demonstrated understanding of key details in a text.</p>
	<p>Informational Text RI1 Ask and answer such questions as who, what, where, when, why, and how to demonstrated understanding of key details in a text.</p>
	<p>Foundational Skills RF3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. RF4 Read with sufficient accuracy and fluency to support comprehension.</p>
Writing	<p>W10 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.</p>
Speaking and Listening	<p>SL2.1 Participate in conversations with peers and adults in small and larger groups SL2.2 Recall and describe key ideas and details from something read aloud SL2.5 Plan and deliver an informative presentation SL2.6 Plan and deliver a presentation about a story or experience</p>
Language	<p>L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L4 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.</p>



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Mathematics

Based on CA Common Core and SBAC Priority Standards

Domain	Standards
Operations and Algebraic Thinking (OA)	<p>A. Represent and solve problems involving addition and subtraction.</p> <ol style="list-style-type: none"> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking a part, 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. <p>B. Add and subtract within 20.</p> <ol style="list-style-type: none"> Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <p>C. Work with equal groups of objects to gain foundations for multiplication.</p>
Number and Operations in Base Ten (NBT)	<p>A. Understand place value.</p> <ol style="list-style-type: none"> 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: Count within 1000; skip-count by 2s, 5s, 10s, and 100s. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. <p>B. Use place value understanding and properties of operations to add and subtract.</p> <ol style="list-style-type: none"> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Add up to four two-digit numbers using strategies based on place value and properties of operations. 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. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. Explain why addition and subtraction strategies work, using place value and the properties of operations.
Measurement and Data (MD)	<p>A. Measure and estimate lengths in standard units.</p> <ol style="list-style-type: none"> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 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. Estimate lengths using units of inches, feet, centimeters, and meters. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. <p>B. Relate addition and subtraction to length.</p> <ol style="list-style-type: none"> 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. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, <p>C. Work with time and money. D. Represent and interpret data.</p>
Geometry (G)	<p>A. Reason with shapes and their attributes.</p>
Standards for Mathematical Practice (SMP)	<ul style="list-style-type: none"> Persevere in solving problems (SMP 1) Explain thinking and reasoning using objects, pictures or drawings (SMP 3) Be precise in calculations, measurements and communicating thinking (SMP 6) Recognize patterns and structure (SMP 7)



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Science

Based on CA State Content Standards in Science

Strand	Standards
<p>1. Physical Sciences</p> <p>The motion of objects can be observed and measured.</p>	<p>a. Students know the position of an object can be described by locating it in relation to another object or to the background.</p> <p>b. Students know an object's motion can be described by recording the change in position of the object over time.</p> <p>c. 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.</p>
<p>2. Life Sciences</p> <p>Plants and animals have predictable life cycles.</p>	<p>a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.</p> <p>b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs and mice.</p> <p>e. Students know light, gravity, touch or environmental stress can affect the germination, growth, and development of plants.</p>
<p>3. Earth Sciences</p> <p>Earth is made of materials that have distinct properties that provide resources for human activities.</p>	<p>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.</p> <p>b. Students know smaller rocks come from the breakage and weathering of larger rocks.</p> <p>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.</p>
<p>Investigation and Experimentation</p>	<p>b. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.</p> <p>c. Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).</p> <p>f. Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.</p> <p>g. Follow oral instructions for a scientific investigation.</p>

History/Social Science

Based on CA State Content Standards
People Who Make a Difference

	Standards
<p>Analysis Skills</p> <p>Chronological and Thinking</p>	<p>1. Students place events and people in time sequence; they interpret time lines.</p> <p>3. Students explain how the present is connected to the past.</p> <p>4. Students use map and globe skills to determine the locations of places and interpret information from a legend, scale or symbol representations.</p>
<p>Research, Evidence and Point of View</p>	<p>1. Students differentiate between primary and secondary sources.</p> <p>2. Students distinguish fact from fiction by comparing documentation to stories.</p>
<p>Historical Interpretation</p>	<p>2. Students identify and interpret the multiple causes and effects of historical events.</p>
<p>Content Standards</p> <p>1.1 Now and Long Ago</p>	<p>1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews and documents.</p> <p>2. Compare and contrast their daily lives with those of their parents, grandparents and/or guardians.</p> <p>3. Place important events in their lives in the order in which they occurred (i.e. on a timeline or storyboard).</p>
<p>2.2 Map Skills</p>	<p>1. Locate on simple letter-number grid system the specific locations and geographic features in their neighborhood or community (i.e. map of the classroom, school, etc.)</p> <p>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.</p>
<p>2.5 People who make a difference</p>	<p>2.5 Students understand the importance of individual action and character and explain how heroes from</p>



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	long ago and the recent past have made a difference in others' lives (i.e. use biographies in the reading program of people like Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
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