OREGON DEPARTMENT OF EDUCATION

Standards By Design:

Second Grade for English Language Arts & Literacy (CCSS)

English Language Arts & Literacy (CCSS)

Second Grade

Instruction in the Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects will prepare Oregon students to be proficient in the four strands of the English language arts (ELA) skills—Reading, Writing, Language, and Speaking and Listening. Because students need grade-level literacy skills to access full content in school, the emphasis in the Common Core is to learn to read and write in ELA and to develop those skills, specific to the content, in all other classes. For grades K-5, the ELA and subject-area literacy standards are integrated; for grades 6-11/12, they are separate but parallel.

Literature - The following standards offer a focus for instruction in literary text and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

2.RL.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

2.RL.8 (Not applicable to literature)

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

2.RL.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.

Informational Text - The following standards offer a focus for instruction in informational text and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

2.RI.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.

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

2.RI.8 Describe how reasons support specific points the author makes in a text.

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

2.RI.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.

Foundational Skills - These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Print Concepts

Anchor Standard: There are no anchor standards associated with Foundational Skills.

2.RF.1 There is not a grade 2 standard for this concept. Please see preceding grades for more information.

Phonological Awareness

Anchor Standard: There are no anchor standards associated with Foundational Skills.

2.RF.2 There is not a grade 2 standard for this concept. Please see preceding grades for more information.

Phonics and Word Recognition

Anchor Standard: There are no anchor standards associated with Foundational Skills.

2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

b. Know spelling-sound correspondences for additional common vowel teams.

c. Decode regularly spelled two-syllable words with long vowels.

d. Decode words with common prefixes and suffixes.

e. Identify words with inconsistent but common spelling-sound correspondences.

f. Recognize and read grade-appropriate irregularly spelled words.

Fluency

Anchor Standard: There are no anchor standards associated with Foundational Skills.

2.RF.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing - The following standards offer a focus for instruction in writing to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, and they should address increasingly demanding content and sources.

Text Types and Purposes

Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2.W.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.

Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2.W.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.

Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

2.W.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

Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

2.W.4 (Begins in grade 3)

Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

2.W.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

Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

2.W.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).

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

2.W.9 (Begins in grade 4)

Range of Writing

Anchor Standard 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 tasks, purposes, and audiences.

2.W.10 (Begins in grade 3)

Speaking and Listening - The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Comprehension and Collaboration

Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2.SL.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.

Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

2.SL.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

Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

2.SL.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.

Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

2.SL.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.)

Language - The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Conventions of Standard English

Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use collective nouns (e.g., group).

b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

c. Use reflexive pronouns (e.g., myself, ourselves).

d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2.L.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.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Knowledge of Language

Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

2.L.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

Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

2.L.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.

Anchor Standard 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

2.L.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 meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

2.L.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).

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

OREGON DEPARTMENT OF EDUCATION

Standards By Design:

Second Grade for Science (2014)

Science (2014)

Second Grade

The performance expectations in second grade help students formulate answers to questions such as: "How does land change and what are some things that cause it to change? What are the different kinds of land and bodies of water? How are materials similar and different from one another, and how do the properties of the materials relate to their use? What do plants need to grow? How many types of living things live in a place?"

Students are expected to develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination. Students are also expected to compare the diversity of life in different habitats. An understanding of observable properties of materials is developed by students at this level through analysis and classification of different materials. Students are able to apply their understanding of the idea that wind and water can change the shape of the land to compare design solutions to slow or prevent such change. Students are able to use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth. The crosscutting concepts of patterns; cause and effect; energy and matter; structure and function; stability and change; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the second grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

2-PS1 Matter and Its Interactions

2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

For the complete version of these standards and the specific articulation of the Three-Dimensions (Science and Engineering Practices, Discipline Core Ideas and Crosscutting Concepts), please review the grade level documents at www.ode.state.or.us/search/page/?id=1577.

2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.

Assessment Boundary: Assessment of quantitative measurements is limited to length.

2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.

2-PS1-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.

2-LS2 Ecosystems: Interactions, Energy, and Dynamics

2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.

Assessment Boundary: Assessment is limited to testing one variable at a time.

2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

2-LS4 Biological Evolution: Unity and Diversity

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

For the complete version of these standards and the specific articulation of the Three-Dimensions (Science and Engineering Practices, Discipline Core Ideas and Crosscutting Concepts), please review the grade level documents at www.ode.state.or.us/search/page/?id=1577.

Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.

2-ESS1 Earth's Place in the Universe

2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.

Assessment Boundary: Assessment does not include quantitative measurements of timescales.

2-ESS2 Earth's Systems

2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.

2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.

Assessment Boundary: Assessment does not include quantitative scaling in models.

2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.

K-2-ETS1 Engineering Design

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

For the complete version of these standards and the specific articulation of the Three-Dimensions (Science and Engineering Practices, Discipline Core Ideas and Crosscutting Concepts), please review the grade level documents at www.ode.state.or.us/search/page/?id=1577.

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

For the complete version of these standards and the specific articulation of the Three-Dimensions (Science and Engineering Practices, Discipline Core Ideas and Crosscutting Concepts), please review the grade level documents at www.ode.state.or.us/search/page/?id=1577.

OREGON DEPARTMENT OF EDUCATION

Standards By Design:

Second Grade for Mathematics (CCSS)

Mathematics (CCSS)

Second Grade

Mathematical Practices (2.MP)

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

2.MP.1 Make sense of problems and persevere in solving them.

2.MP.2 Reason abstractly and quantitatively.

2.MP.3 Construct viable arguments and critique the reasoning of others.

2.MP.4 Model with mathematics.

2.MP.5 Use appropriate tools strategically.

2.MP.6 Attend to precision.

2.MP.7 Look for and make use of structure.

2.MP.8 Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking (2.OA)

2.OA.A Represent and solve problems involving addition and subtraction.

2.OA.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.

2.OA.B Add and subtract within 20.

2.OA.2 Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers.

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

K-8 standards are grouped by cluster, and identified by grade, domain, and number; for example, **4.OA.3**, means *grade 4, Operations and Algebraic Thinking, standard 3*. In High School, standards are grouped by conceptual category, domain, and number; for example, **A.CED.1**, means *Algebra, Creating Equations, standard 1*.

2.OA.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.

2.OA.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)

2.NBT.D Understand place value.

2.NBT.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:

2.NBT.1a 100 can be thought of as a bundle of ten tens — called a “hundred.”

2.NBT.1b 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.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.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.

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

2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

2.NBT.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.

2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)

Measurement and Data (2.MD)

K-8 standards are grouped by cluster, and identified by grade, domain, and number; for example, **4.OA.3**, means *grade 4, Operations and Algebraic Thinking, standard 3*. In High School, standards are grouped by conceptual category, domain, and number; for example, **A.CED.1**, means *Algebra, Creating Equations, standard 1*.

2.MD.F Measure and estimate lengths in standard units.

2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.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.

2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.

2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

2.MD.G Relate addition and subtraction to length.

2.MD.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.

2.MD.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.

2.MD.H Work with time and money.

2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.

2.MD.I Represent and interpret data.

2.MD.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.

2.MD.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)

2.G.J Reason with shapes and their attributes.

K-8 standards are grouped by cluster, and identified by grade, domain, and number; for example, **4.OA.3**, means *grade 4, Operations and Algebraic Thinking, standard 3*. In High School, standards are grouped by conceptual category, domain, and number; for example, **A.CED.1**, means *Algebra, Creating Equations, standard 1*.

2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

2.G.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.

K-8 standards are grouped by cluster, and identified by grade, domain, and number; for example, **4.OA.3**, means *grade 4, Operations and Algebraic Thinking, standard 3*. In High School, standards are grouped by conceptual category, domain, and number; for example, **A.CED.1**, means *Algebra, Creating Equations, standard 1*.

OREGON DEPARTMENT OF EDUCATION

Standards By Design:

Second Grade for Social Sciences (2011)

Social Sciences (2011)

Second Grade

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

Historical Knowledge

Relate significant events and eras in local, state, United States, and world history to past and present issues and developments.

2.1. Identify individuals who had an impact on the local community and explain how people and events of the past influence the present.

2.2. Identify when the local community was established and identify its founders and early settlers and recognizing continuity and change in local and regional communities over time.

2.3. Identify and describe community celebrations, symbols and traditions and explain why they are important to some people.

Historical Thinking

Use multiple perspectives, primary sources, context, and reasoning skills to understand the significance of events, people, ideas and institutions.

2.4. Differentiate between events that happened in the recent and distant past.

2.5. Develop a timeline of important events in the history of the community.

2.6. Identify important school days, holidays, and community events on a calendar.

Geography

Understand and use geographic skills and concepts to interpret contemporary and historical issues.

2.7. Use basic information on maps and other geographic tools to locate and identify physical and human features of the community.

2.8. Identify relative location of school and community in the state and nation and the world.

2.9. Describe physical and human characteristics of the community.

2.10. Use and apply cardinal directions; locate and identify local physical features on maps (e.g., oceans, cities, continents).

Civics and Government

Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

2.11. Participate in rule setting and monitoring activities considering multiple points of view.

2.12. Identify services provided by local government.

2.13. Evaluate how individuals, groups, and communities manage conflict and promote justice.

2.14. Give examples of and identify appropriate and inappropriate use of power and the consequences.

2.15. Identify local leaders and their functions.

2.16. Identify ways students can have an impact in their local community.

Economics/Financial Literacy

Understand economic concepts and principles and how available resources are allocated in a market and other economies. Understand and apply knowledge and skills to manage one's financial resources effectively for lifetime financial security.

2.17. Explain various methods of saving and how saving can help reach financial goals.

2.18. Identify local businesses and the goods and services they produce.

Social Science Analysis

Design and implement strategies to research for reliable information, analyze issues, explain perspectives, and resolve issues using the social sciences.

2.19. Describe the connection between two or more current or historical events.

2.20. Compare and contrast past and present situations, people, and events in neighborhoods and communities.

2.21. Evaluate information relating to an issue or problem.