Second Grade Standards
First Quarter

English / Language Arts	
RL.2.1 / RI.2.1	Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of **key details** in a **text**.
RL.2.2	Recount stories, including **fables** and **folktales** from diverse cultures, and determine their **central message,** lesson, or moral.
RL.2.3	**Describe** how characters in a story **respond** to **major events** and challenges.
RL.2.5	**Describe** the overall structure of a story, including describing how the beginning introduces the story, the **events** unfold in the middle, and the ending concludes the action.
RL.2.6	Distinguish differences in the **points** of **view** of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.2.7	Use information gained from the **illustrations** and words in a print or digital **text** to demonstrate understanding of its characters, **setting**, or **plot**.
RI.2.2	Identify the **main topic** of a multi- paragraph **text** as well as the focus of specific paragraphs within the text.
RF.2.2	Print all upper- and lowercase letters legibly and proportionally.
RF.2.4	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.
RF.2.5	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.
W.2.3	Write narratives in which they **recount** a well-elaborated event or short **sequence of events**, include details to **describe** actions, thoughts, and feelings
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L.2.2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Mathematics

NC.2.MD.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences, within 100, on a number line.
NC.2.OA.1	Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving: One-Step problems: • Add to/Take from-Start Unknown • Compare-Bigger Unknown • Compare-Smaller Unknown • Two-Step problems involving single digits: • Add to/Take from- Change Unknown • Add to/Take From- Result Unknown
NC.2.OA.2	Demonstrate fluency with addition and subtraction, within 20, using mental strategies.
NC.2.OA.3	Determine whether a group of objects, within 20, has an odd or even number of members by: • Pairing objects, then counting them by 2s. • Determining whether objects can be placed into two equal groups. • Writing an equation to express an even number as a sum of two equal addends.
NC.2.NBT.2	Count within 1,000; skip-count by 5s, 10s, and 100s.
NC.2.NBT.5	Demonstrate fluency with addition and subtraction, within 100, by: • Flexibly using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Comparing addition and subtraction strategies, and explaining why they work. Selecting an appropriate strategy in order to efficiently compute sums and differences.
NC.2.NBT.6	Add up to three two-digit numbers using strategies based on place value and properties of operations.
NC.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.

Science

2.P.2.1	Give examples of matter that change from a solid to a liquid and from a liquid to a solid by heating/cooling
2.P.2.2	Compare the amount of water in a container before and after freezing
2.P.2.3	Compare what happens to water left in an open container over time as to water left in a closed container