# PUSD 2nd Grade Summary of Standards

# QUARTER 1

## READING - Quarter 1

**Illustrations - 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.

**Text Features - 2.RI.5+7** 05: 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. 07: Explain how specific images (e.g., diagram showing how a machine works) contribute to and clarify a text.

**Long/Short Vowels & Vowel Teams - 2.RF.3ab** Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams.

## MATH - Quarter 1

**Place Value - 2.NBT.A.1** Understand that the three digits of a three-digit number represent groups of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones and also equals 70 tens and 6 ones). Understand the following as special cases: (1) 100 can be thought of as a bundle of ten tens—called a “hundred.” (2) 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).

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

**Count within 1000 - 2.NBT.A.2** Count within 1000; skip-count by 5's, 10's, and 100's.

**Odd or Even - 2.OA.C.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 2's).

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

### SCIENCE - Quarter 1

**Matter - 2.P1U1.1** I can plan and carry out an investigation to determine that matter has mass, takes up space, and is recognized by its observable properties; use the collected evidence to develop and support an explanation.
**State Changes in Matter - 2.P1U1.2** I can plan and carry out investigations to gather evidence to support an explanation on how heating or cooling can cause a phase change in matter.

### WRITING - Quarter 1

**Informational/Explanatory Writing - 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.

### SOCIAL STUDIES - Quarter 1

**Roles of Authority - 2.SS.C2.1** I can describe the roles and responsibilities of people in authority within our country and world.
**Civic/Community Roles - 2.SS.C2.2** I can explain how all people, not just official leaders, play important roles in the world.
**Collaboration to Solve Problems - 2.SS.C4.1** I can explain how people work together to identify and solve problems within our world.
**Features on a Map - 2.SS.G1.1ab** I can recognize physical and human features on a map.
**Cultural/Environmental Characteristics - 2.SS.G1.2** I can explain cultural and environmental characteristics of places using maps.

# QUARTER 2

### READING

**Key Details -Informational - 2.R.RI.01 (5 days)** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
**Text Purpose- 2.R.RI.06/08 (10 days)** 06:Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 08: Describe how reasons support specific points the author makes in a text.
**Key Details- Literature - 2.R.RL.01 (10 days)** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

## MATH

**Fluently Subtract within 100- 2.M.NBT.B.05b (10 days)** Fluently subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**Compare 2 3-digit numbers - 2.M.NBT.A.04 (5 days)** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

**Graphing - 2.M.MD.D.10 (10 days)** 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 the graph.

**One-Step Word Problems - 2.M.OA.A.01 (15 days)** Use addition and subtraction within 100 to solve one-step word problems. Use addition to solve two-step word problems using single-digit addends. Represent a word problem as an equation with a symbol for the unknown.

## SCIENCE - Quarter 2

**Sun and Moon Positions - 2.E2U1.8** I can observe and explain the Sun's position at different times during a twenty-four-hour period and changes in the apparent shape of the Moon from one night to another.

**Energy for Survival - 2.L2U1.10** I can develop a model representing how life on Earth depends on energy from the Sun and energy from other organisms.

**States of Water in Landforms - 2.E1U1.5** I can develop and use models to represent that water can exist in different states and is found in oceans, glaciers, lakes, rivers, ponds, and the atmosphere.

## WRITING

**Opinion Writing- 2.W.01** 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.

## SOCIAL STUDIES

**World Regions - 2.SS.G4.01 (10 days)** I can identify different physical and cultural regions in the world.
**Weather, Climate, Environmental Effects - 2.SS.G2.01 (10 days)** I can explain how weather, climate, and environmental characteristics affect people's lives.
**Movement of People, Goods, Ideas - 2.SS.G3.01 (10 days)** I can explain why and how people, goods, and ideas move from place to place.
**Save / Spend Money - 2.SS.E1.02 (15 days)** I can describe reasons to save or spend money.
**Worldwide Goods and Services - 2.SS.E3.01 (15 days)** I can identify and describe goods and services that are produced and used around the world.

# QUARTER 3

## READING

**Story Structure - 2.R.RL.05 (10 days)** Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
**Prefixes and Suffixes - 2.R.RF.03d (5 days)** Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words. d. Decode words with common prefixes and suffixes.
**Central Message - 2.R.RL.02 (10 days)** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.
**Compare and Contrast - 2.R.RL.09 (10 days)** Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures.

## MATH

**Money Word Problems - 2.M.MD.C.08 (10 days)** Solve word problems involving collections of money, including dollar bills, quarters, dimes, nickels, and pennies. Record the total using $ and ¢ appropriately.
**Time - 2.M.MD.C.07 (10 days)** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
**Measure Length - 2.M.MD.A.01a (5 days)** Measure the length of an object by selecting and using appropriate tools (e.g., ruler, meter stick, yardstick, measuring tape).
**Measure with Rulers and Meter Sticks - 2.M.MD.A.01b (5 days)** Measure the length of an object by selecting and using appropriate tools such as rulers and metric sticks.

**Length Word Problems - 2.M.MD.B.05 (10 days)** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same unit.

### SCIENCE - Quarter 3

**Weather Conditions - 2.E1U2.6** I can analyze patterns in weather conditions of various regions of the world and design, test, and refine solutions to protect humans from severe weather conditions.

**Impact of Water/Wind - 2.E1U1.4** I can observe and investigate how wind and water change the shape of the land resulting in a variety of landforms.

### WRITING

**Narrative Writing 2.W.03 -** 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.

### SOCIAL STUDIES

**Producers/ Consumers in a Global Economy - 2.SS.E3.03 (15 days)** I can explain how people can be producers and consumers in a global economy.

**Natural/ Capital Resources - 2.SS.E5.01 (15 days)** I can recognize what natural and capital resources are and how they are produced and traded.

**Public Services - 2.SS.E4.01 (15 days)** I can describe public services that governments provide to help citizens.

# QUARTER 4

### READING

**Compare and Contrast - 2.R.RI.09 (10 days)** Compare and contrast the most important points presented by two texts on the same topic.

**Characters - 2.R.RL.03 (10 days)** Describe how characters in a story respond to major events and challenges.

**Main Topic - 2.R.RI.02 (10 days)** Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

**Rhythm - 2.R.RL.04 (5 days)** Describe how words and phrases supply rhythm (e.g., regular beats, alliteration, rhymes, repeated lines) and meaning in a story, poem, or song.

## MATH

**Rows and Columns - 2.M.G.A.02 (5 days)** Partition a rectangle into rows and columns of same-size rectangles and count to find the total number of them.

**Rectangular Arrays - 2.M.OA.C.04 (10 days)** Use addition to find the total number of objects arranged in rectangular arrays (with up to 5 rows and 5 columns). Write an equation to express the total as a sum of equal addends.

**2D and 3D Shapes - 2.M.G.A.01 (10 days)** Identify and describe specified attributes of two-dimensional and three-dimensional shapes, according to the number and shape of faces, number of angles, and the number of sides and/or vertices. Draw two-dimensional shapes based on the specified attributes (e.g. triangles, quadrilaterals, pentagons, and hexagons).

**Partition Shapes - 2.M.G.A.03 (5 days)** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, fourths, half of, third of, fourth of, and describe the whole as two halves, three thirds, or four fourths. Recognize that equal shares of identical wholes need not have the same shape.

## SCIENCE - Quarter 4

**Changes in Water/Land Systems - 2.E1U3.7** I can construct an argument from evidence regarding positive and negative changes in water and land systems that impact humans and the environment.

**Changes from Heat Energy - 2.P4U1.3** I can obtain, evaluate, and communicate information about ways heat energy can cause change in objects or materials.

**Organism Survival - 2.L2U1.9** I can obtain, analyze, and communicate evidence that organisms need a source of energy, air, water, and certain temperature conditions to survive.

## WRITING

**Research and Writing - 2.W.07** 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).

**Revise and Edit - 2.W.05 -** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
**Digital Tools 2.W.06 -** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**SOCIAL STUDIES**

**Civilization/ Cultural Changes - 2.SS.H1.02 (15 days)** I can compare/contrast how civilizations and/or cultures have changed over time.
**Civilization / Cultural Developments - 2.SS.H1.03 (15 days)** I can examine developments from the civilization and/or culture in place or region studied.
**Belief Systems - 2.SS.H3.01 (15 days)** I can ask and answer questions about the institutions and belief systems of different societies.

# YEARLY/ADDITIONAL

**MATH**

**2.M.NBT.B.08** Mentally add 10 or 100 to a given number in the range of 100 and 900, and mentally subtract 10 or 100 from a given number in the range of 100 and 900.
**2.M.OA.B.02** Fluently add and subtract within 20. By the end of Grade 2, know from memory all sums of two one-digit numbers.
**2.M.NBT.B.06** Add up to three two-digit numbers using strategies based on place value and properties of operations.
**2.M.NBT.B.09** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)
**2.M.NBT.B.07** Demonstrate understanding of addition and subtraction within 1000, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.
**2.M.MD.A.02** Measure the length of an object twice, using different standard length units for the two measurements; describe how the two measurements relate to the size of the unit chosen. Understand that depending on the size of the unit, the number of units for the same length varies

**2.M.MD.A.03** Estimate lengths using units of inches, feet, centimeters, and meters.
**2.M.MD.A.04** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
**2.M.MD.B.06** 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.M.MD.C.09** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object.

## READING

**2.R.RF.03ef** Know and apply grade-level phonics and word analysis skills in decoding words. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
**2.R.RL.10** By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two.
**2.R.RI.10** By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two.
**2.R.RL.06** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
**2.R.RI.04** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
**2.R.RI.03** With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
**2.R.RF.04** 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.

## WRITING

**Capitalization - 2.L.02a**: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
a. Capitalize holidays, product names and geographic names.

**Command of Conventions - 2.L.01a-f**: Demonstrate command of conventions of Standard English grammar and usage when writing or speaking.
a. Use collective nouns (e.g. groups)
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, present, and future tenses of frequently occurring regular and irregular verbs (e.g., sat, hid, and told).
e. Use adjectives and adverbs and choose between them depending on what is to be modified.
f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!).
**Use Glossaries/ Dictionaries - 2.L.04e:** 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.
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
**Compound Words - 2.L.04c:** 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.
c. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
**Phonics and Word Analysis - 2.WF.03b1b2**: *2.WF.03*: Know and apply phonics and word analysis skills when encoding words.
*2.WF.03b1b2*: With prompting and support spell two and three syllable words that :

1. Combine closed, open, vowel teams, vowel-r, and CVCe (Consonant-Vowel-silent e) syllables (eg. compete, robot, violet, understand).
2. Include familiar compound words (eg. houseboat, yellowtail).

**Apostrophes - 2.L.02c1**: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
c. Use an apostrophe to form contractions and frequently occurring possessives.
**Simple/ Compound Sentences - 2.L.01g**: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).
**Suffixes Spelling Rules - 2.WF.03c**: With prompting and support spell words with suffixes that require:

1. Consonant doubling (eg. running, slipped)
2. Dropping silent e (eg. smiled, paving)
3. Changing y to i ( eg. pride, babies)

**Word Meaning - 2.L.04ab:** 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. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g. happy/unhappy, tell/retell)

b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. addition, additional)

**Adjectives and Adverbs - 2.L.06**: Use words and phrases acquired through conversations, reading and being read to, responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**Spelling Patterns - 2.L.02d**: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

d. Generalize learned spelling patterns when writing words (e.g. cage- > badge; boy ->boil).

**Task and Purpose - 2.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).

**Gather and Recall Information - 2.W.8** Recall information from experiences or gather information from provided sources to answer a question.

**Handwriting Skills - 2.WF.1** Demonstrate and apply handwriting skills. a. Write legibly in manuscript using correct letter formation. b. Transcribe ideas in manuscript with automaticity and proper spacing.

**Sound- Letter Concepts - 2.WF.2** Demonstrate and apply sound-letter concepts. a. Write the most common graphemes (letters or letter groups) for each phoneme. For example: 1. Consonants: /s/= s, ss, ce, ci, cy /f/= f, ff, ph /k/= c, k, ck 2. Vowels: /o/= o, o_e, oa, ow (long o) /a/= a, a_e, ai, ay, eigh (long a)

**Spelling - 2.WF.3** a. Spell on-level, regular, single-syllable words that include: 1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge). 2. Complex consonant blends (e.g., scr, str, squ). 3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue). 4. Vowel-r combinations (e.g., turn, star, third, four, for). 5. Contractions (e.g., we'll, I'm, they've, don't). 6. Homophones (e.g., bear, bare; past, passed). 7. Plurals

and possessives (e.g., its, it's). 3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).
d. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including: 1. Irregular words (e.g., against, many, enough, does). 2. Pattern-based words (e.g., which, kind, have).
**Collaborative Conversations - 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.
**Recount Key Ideas/Details - 2.SL.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
**Ask/Answer Questions - 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.
**Tell a Story - 2.SL.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
**Audio Recordings - 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.
**Complete Sentences - 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.)
**Use all Sentence Types - 2.L.1** h. Identify and use declarative, interrogative, imperative, and exclamatory sentences. i. With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion.
**Commas - 2.L.2** b. Use commas in greetings and closings of letters. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
**Language and Conventions - 2.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.
**Context for Meaning - 2.L.4** d. Use sentence-level context as a clue to the meaning of a word or phrase.
**Word Relationships - 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. Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

## SOCIAL STUDIES

**2.SS.H1.01** I can explain how individuals can make a difference in their country or in the world.

**2.SS.C4.02** Explain how rules function in public settings.

**2.SS.G2.03** Describe the positive and negative effects of using natural resources.

**2.SS.G2.02** Describe how human activities affect the communities and the environment of places or regions.

**2.SS.E1.01** Identify different occupations and skills needed in a global economy.

**2.SS.E3.02** Explain how people around the world earn income.