



## Second Grade Standards of Learning

### I. Academic Standards

The following academic standards apply for Second Grade at Wornick Jewish Day School. These standards reference Common Core, California State standards, and Next Generation Science standards. More information on these standards can be found at [www.corestandards.org](http://www.corestandards.org), [www.cde.ca.gov](http://www.cde.ca.gov), and <http://www.nextgenscience.org>.

### Language Arts

#### Reading – Literature

- Describes the overall structure of a story including beginning, middle, and end
- Recounts stories, including fables and folktales from diverse cultures, and determines central message, lesson, or moral
- Describes how characters in a story respond to major events and challenges
- Acknowledges differences in points of view among characters
- Compares and contrasts two or more versions of the same story by different authors or from different cultures

#### Reading – Informational Text

- Identifies the main topic of a text and the topic of specific paragraphs
- Demonstrates understanding of key details by asking and answering questions (who, what, where, when, how, why)
- Knows the purpose of text features and uses them to locate and understand key information
- Uses strategies to determine the meaning of words and phrases in a text

- Compares and contrasts the most important points presented by two texts on the same topic

### **Reading – Foundational Skills**

- Applies grade-level phonics and word analysis skills when decoding words in isolation and in text
- Reads with sufficient accuracy and fluency to support comprehension

### **Writing**

- Applies the writing process (pre-writing, drafting, revising, and editing)
- Writes opinion pieces on topics or texts, supporting a point of view with reasons
- Writes informative/explanatory text that examines a topic and conveys ideas clearly
- Writes narratives using descriptive details and chronological sequences
- Participates in shared research and writing projects

### **Speaking and Listening**

- Plans and delivers well-organized oral presentations
- Recounts or describes key ideas or details from texts read aloud or information presented orally
- Builds on others' ideas in conversations by linking comments to remarks of others

### **Language**

- Demonstrates grade-level command of standard English grammar
- Demonstrates grade-level command of capitalization, punctuation, and spelling
- Applies strategies to determine or clarify meaning of unknown or multiple-meaning words

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## **Mathematics**

### **Operations and Algebraic Thinking**

- Represents and solves one- and two-step word problems involving addition and subtraction within 1000
- Adds and subtracts within 100 fluently and mentally
- Identifies and reasons about odd and even numbers up to 20
- Uses arrays to represent repeated addition

### **Numbers and Operations**

- Identifies and explains three-digit place value
- Represents numbers to 1000 using base-ten numerals, number names, and expanded form
- Counts within 1000, including skip counting by 5s, 10s, and 100s
- Compares three-digit numbers
- Uses place value to add and subtract multiples of 10 and 100

### **Measurement and Data**

- Measures and estimates lengths in standard units; adds and subtracts lengths
- Tells and writes time to the nearest 5 minutes
- Solves word problems involving coins and dollars; uses symbols appropriately
- Represents and interprets data on line plots, picture graphs, and bar graphs

### **Geometry**

- Names, recognizes, and draws 2D and 3D shapes with specific attributes

- Partitions a rectangle into rows and columns with same-size squares and finds the total number
- Partitions shapes into equal shares (halves, thirds, fourths)

### **Mathematical Practices**

- Makes sense of problems and perseveres in solving them
  - Reasons abstractly and quantitatively
  - Constructs viable arguments and critiques reasoning
  - Models with mathematics
  - Uses appropriate tools strategically
  - Attends to precision
  - Looks for and makes use of structure
  - Looks for and expresses regularity in repeated reasoning
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## **Science**

### **Earth Science**

- Compares multiple solutions to slow or prevent wind or water from changing land
- Develops a model to represent shapes and kinds of land and water
- Uses information from several sources to provide evidence that Earth events can occur quickly or slowly

### **Life Science**

- Develops a simple model mimicking an animal's function in dispersing seeds or pollinating plants
- Observes plants and animals to compare diversity of life in different habitats

- Plans and conducts investigations to determine if plants need sunlight and water to grow

## **Physical Science**

- Constructs an argument with evidence about reversible and irreversible changes caused by heating or cooling
  - Plans and conducts investigations to describe and classify materials by observable properties
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## **Social Studies**

### **Geography**

- Demonstrates map skills by identifying and labeling essential map elements (title, legend, directional indicator, scale, date)

### **Government**

- Explains governmental institutions and practices in the United States and other countries

### **History**

- Differentiates between events that happened long ago and things that happened recently
  - Understands importance of individual action and character; explains how heroes from past and recent times made a difference
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## **Creative Arts**

- Actively participates in activities
- Uses time wisely

- Articulates and reflects on artistic process
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## **Hebrew (Non-Native)**

### **Reading**

- Reads short Hebrew print text and cursive script with accuracy and fluency
- Demonstrates reading comprehension of short texts, understanding vocabulary, and proper intonation
- Demonstrates reading and listening comprehension of short texts, understanding vocabulary, and proper intonation

### **Writing**

- Develops Hebrew handwriting through exposure and guided practice, focusing on basic letter formation and directionality
- Writes 6–7 words about familiar subjects
- Writes informational sentences about themselves, activities, and interests

### **Listening and Speaking**

- Requests and provides information using verbs, asking and answering simple questions on familiar and everyday topics
  - Presents information about themselves, their interests, and their activities
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## **Hebrew Native**

### **Reading**

- Comprehend and understand short text
- Read short text with accuracy and fluency

## Writing

- Write a short story in at least three paragraphs, following the learned structure
- Write a short story recounting two or more appropriately sequenced events, using cohesive and grammatical sentences

## Listening and Speaking

- Exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics
  - Exchange information in conversation and discussions on a variety of familiar topics
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## Jewish Studies

### TaNakh

- Recognizes TaNaKH settings to locations in Israel
- Identifies names, places, and key words from TaNaKH texts
- Identifies central personalities in TaNaKH text
- Expresses empathy for characters in TaNaKH text

### Jewish Culture

- Articulates main ideas of *Tefillah*
  - Understands and identifies main themes of Jewish holidays
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## Physical Education

- Participates consistently in physical education
- Moves to open spaces within boundaries

- Transfers body weight and lands with control
- Demonstrates balance on the ground and with objects
- Jumps, skips, and leaps with proper form and distance
- Rolls, throws, and catches a ball with proper body form
- Kicks and dribbles a ball with control
- Participates positively in a variety of group settings
- Accepts responsibility for own behavior in group activities
- Encourages others using verbal and nonverbal communication
- Demonstrates problem-solving with another person during physical activity

## **II. Process Goals**

In addition to rigorous academic learning, Wornick emphasizes additional skills that support the whole child and prepare them for high school, college, and beyond, including: organization, critical thinking, growth mindset, collaboration, creativity, public speaking, social-emotional learning, and respect for self and others. The following process goals are a critical component of an education at Wornick Jewish Day School.

### **Effective Leadership Skills**

- Follows class norms, routines, and expectations
  - Takes responsibility for actions
  - Demonstrates problem-solving skills
  - Takes initiative
  - Respects self, others, and environment
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### **Effective Communication Skills**

- Self-advocates for social, emotional, and academic needs

- Participates in a range of collaborative discussions
  - Asks clarifying questions
  - Collaborates with peers
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### **Effective Learning Skills**

- Keeps personal space and materials organized
- Works independently
- Completes and hands in homework on time
- Applies constructive feedback
- Exhibits neatness and legibility
- Follows directions