

Second Grade Critical Standards

English-Language Arts

- 1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
 - Infer the main idea and supporting details in narrative texts.
- 5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- 7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot
- 15 – Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 20 – Know and apply grade-level phonics and word analysis skills in decoding words.
 - Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - Know spelling-sound correspondences for additional common vowel teams.
 - Decode regularly spelled two-syllable words with long vowels.
 - Decode words with common prefixes and suffixes.
 - Identify words with inconsistent but common spelling-sound correspondences.
 - Recognize and read grade-appropriate irregularly spelled words.
- 21 – Read with sufficient accuracy and fluency to support comprehension.
 - Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 25 – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 29 – Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.
 - 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).
 - Build on others' talk in conversations by linking their comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 37 – Use knowledge of language and its conventions when writing, speaking, reading, or listening; Compare formal and informal uses of English.
- 40 – 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).

Math

- 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 – Fluently add and subtract within 20 using mental strategies.
- 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.
- 5 – Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones
- 9 – Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 11 – 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
- 18 – 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.

- 19 – 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.
- 23 – 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.
- 26 – 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, or four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Science

- 1 – Conduct an investigation to describe and classify various substances according to physical properties (e.g., milk being a liquid, not clear in color, assuming shape of its container, mixing with water; mineral oil being a liquid, clear in color, taking shape of its container, floating in water; a brick being a solid, not clear in color, rough in texture, not taking the shape of its container, sinking in water).
- 2 – Collect and evaluate data to determine appropriate uses of materials based on their properties (e.g., strength, flexibility, hardness, texture, absorbency).
- 3 – Demonstrate and explain how structures made from small pieces (e.g., linking cubes, blocks, building bricks, creative construction toys) can be disassembled and then rearranged to make new and different structures.
- 4 – Provide evidence that some changes in matter caused by heating or cooling can be reversed (e.g., heating or freezing of water) and some changes are irreversible (e.g., baking a cake, boiling an egg).
- 5 – Plan and carry out an investigation, using one variable at a time (e.g., water, light, soil, air), to determine the growth needs of plants.
- 7 – Obtain information from literature and other media to illustrate that there are many different kinds of living things and that they exist in different places on land and in water (e.g., woodland, tundra, desert, rainforest, ocean, river).
- 8 – Make observations from media to obtain information about Earth’s events that happen over a short period of time (e.g., tornados, volcanic explosions, earthquakes) or over a time period longer than one can observe (e.g., erosion of rocks, melting of glaciers).
- 10 – Collect and evaluate data to identify water found on Earth and determine whether it is a solid or a liquid (e.g., glaciers as solid forms of water; oceans, lakes, rivers, streams as liquid forms of water).
- 11 – Examine and test solutions that address changes caused by Earth’s events (e.g., dams for minimizing flooding, plants for controlling erosion)

Social Studies

- 1 – Relate principles of American democracy to the founding of the nation.
- 2 – Identify national historical figures and celebrations that exemplify fundamental democratic values, including equality, justice, and responsibility for the common good.
- 3 – Use various primary sources, including calendars and timelines, for reconstructing the past.
- 4 – Use vocabulary to describe segments of time, including *year*, *decade*, *score*, and *century*.
- 5 – Differentiate between a physical map and a political map.
- 6 – Identify states, continents, oceans, and the equator using maps, globes, and technology.
- 7 – Explain production and distribution processes.
- 9 – Describe how and why people from various cultures immigrate to the United States.
- 11 – Interpret legends, stories, and songs that contributed to the development of the cultural history of the United States.