**Second Grade Quarter 2 Standards**

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| **Reading**Reading | * Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
* Know and apply grade level phonics and word analysis in decoding words. Know spelling-sound correspondences for additional common vowel teams.
* Know and apply grade level phonics and word analysis in decoding words. Recognize and read grade-appropriate irregularly spelled words.
* **Compare and contrast the most important point presented by two texts on the same topic.**
* **Identify the main purpose of a text, including what the author wants to answer, explain or describe.**
* Decode regularly spelled two-syllable words with long vowels.
* Ask and answer, such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
* Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
* **Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.**
* **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.**
* Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
* 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 dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
* Know and apply grade-level phonics and word analysis in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
* **Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.**
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| Writing | * Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
* **Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**
* **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil).**
* With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
* **Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).**
* 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).
* **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).**
* Recall information from experiences or gather information from provided sources to answer a question.
* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.\* - Capitalize holidays, product names, and geographical names. \* - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
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| Math | * **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. a. 100 can be thought of as a bundle of ten tens - called a "hundred." b. 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)**
* **Count within 1000; skip-count by 5s, 10s, and 100s.**
* **Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.**
* **Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >;, =, and < symbols to record the results of comparisons.**
* **Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.**
* **Explain why addition and subtraction strategies work, using place value and the properties of operations.**
* **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.**
* **Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.**
* **Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?**
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