**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.** |
| 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. |
| 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?** |