

Second Grade

Language Arts

Standard	Student Friendly Language	Vocabulary
ELA2R1 The student quickly applies knowledge of letter-sound correspondence and spelling patterns to decode unfamiliar words.	I will decode unknown words by using letter-sound and spelling patterns.	Decode, letter-sound, spelling patterns
ELA2R1a: Reads words containing blends, digraphs, and diphthongs.	I will read words containing blends, digraphs and diphthongs.	Blends, digraphs, diphthongs
ELA2R1b: Recognizes, reads, and writes words containing regular plurals, irregular plurals, and possessives.	I will identify and write words that contain regular, irregular plurals and possessive nouns.	Plural nouns, irregular plural nouns, possessive nouns
ELA2R1c: Reads compound words and contractions in grade-appropriate text.	I will read compound words and contractions in second grade text.	Compound words, contractions, apostrophe
ELA2R1d: Reads and spells words containing r-controlled vowels and silent letters.	I will read and spell words that contain r-controlled vowels and silent letters.	r-controlled vowels, silent letters
ELA2R1e: Reads and spells words containing irregular vowel patterns.	I will read and spell words with irregular vowel patterns.	Irregular vowel patterns
ELA2R1f: Reads multi-syllabic words.	I will read multi-syllabic words.	Multi-syllabic words
ELA2R1g: Applies learned phonics skills when reading and writing words, sentences, and stories.	I will use phonics skills when reading and writing words, sentences, and stories.	Phonics
ELA2R2: The student demonstrates the ability to read orally with speed, accuracy, and expression.	I will read aloud with speed, accuracy and expression.	Orally, speed, accuracy, expression
ELA2R2a: Applies letter sound knowledge to decode quickly and accurately.	I will decode words quickly and accurately using letter sound knowledge.	Decode
ELA2R2b: Automatically recognizes additional high frequency and familiar words within text.	I will automatically read high frequency and familiar words in text.	High frequency words
ELA2R2d: The student reads second grade text at a target rate of 90 words correct per minute.	I will read second grade text at a target rate of 90 words per minute.	Rate, words per minute, fluency
ELA2R2e: Uses self-correction when subsequent reading indicates an earlier misreading within grade level text.	I will self-correct when I realize that I have made a mistake in earlier reading.	Self-correct
ELA2R3: The student acquires and uses grade level words to communicate effectively.	I will communicate using grade level words.	Communicate
ELA2R3a: Reads a variety of text and uses new words in oral and written language.	I will read a variety of text and use new words when speaking and writing.	Oral language
ELA2R3b: Recognizes grade appropriate words with multiple meanings.	I will use words with multiple meanings.	Multiple meaning
ELA2R3c: Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.	I will recognize and correctly use homophones, homographs, antonyms and synonyms.	Homophones, homographs, antonyms, synonyms
ELA2R3d: Determines the meaning of unknown words on the basis of context.	I will use context clues to figure out the meaning of unknown words.	Context clues
ELA2R4: The student uses a variety of strategies to gain meaning from grade level text.	I will use a variety of strategies to help me understand what I am reading.	Strategy, context clues, self-correct, monitor, reread
ELA2R4a: Reads a variety of text for information and pleasure.	I will read a variety of text for pleasure and to gain information.	Variety, text
ELA2R4b: Makes predictions from text content.	I will make predictions from the information in a text.	Predict
ELA2R4c: Generates questions before, during, and after reading.	I will create questions before, during and after reading.	Generate, pose, before, during, after
ELA2R4d: Recalls explicit facts and infers implicit facts.	I will identify explicit and implicit facts.	Explicit facts, implicit facts, infer
ELA2R4e: Summarizes text content.	I will restate the important details in text.	Summarize, details
ELA2R4f: Distinguishes fact from fiction in a text.	I will determine the difference between fact and	Fact, fiction

	fiction in a text.	
ELA2R4g: Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.	I will understand information from text by using illustrations, diagrams, charts, graphs, and graphic organizers.	Interpret, illustrations, diagram, charts, graphs, graphic organizers
ELA2R4h: Makes connections between texts and/or personal experiences.	I will make connections between texts I have read and personal experiences.	Connections, personal experience
ELA2R4i: Identifies and infers main idea and supporting details.	I will identify and infer main idea and supporting details.	Infer, main idea, supporting details
ELA2R4j: Self-monitors comprehension and attempts to clarify meaning.	I will self-monitor comprehension in order to make the meaning of the story clear.	Self-monitor, comprehension, clarify meaning
ELA2R4k: Identifies and infers cause and effect relationships.	I will identify and infer cause and effects relationships.	Cause, effect
ELA2R4l: Recognizes plot, setting, and character within text, and compares and contrasts these elements among texts.	I will identify, compare and contrast the plot, setting and characters in a text.	Plot, setting, character, compare, contrast
ELA2R4m: Recognizes the basic elements of a variety of genres (e.g., poetry, fables, folktales).	I will recognize the characteristics of a variety of genres (poetry, fables, folktales).	Genre, poetry, fables, folktales, mystery, biography, fiction, nonfiction
ELA2R4n: Uses titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text.	I will quickly locate and preview information in text using titles, tables of contents and chapter headings.	Title, table of contents, chapter headings, locate
ELA2R4o: Recognizes the author's purpose.	I will recognize the author's purpose for writing a text.	Author's purpose
ELA2R4p: Uses word parts to determine meanings.	I will use word parts to determine the meanings of words.	Word parts, word meanings
ELA2R4q: Uses dictionary, thesaurus, and glossary skills to determine word meanings.	I will use dictionary, thesaurus and glossary skills to determine the meaning of words.	Dictionary, thesaurus, glossary, guide words, definition
ELA2W1: The student begins to demonstrate competency in the writing process.	I will correctly use the writing process.	Writing process, brainstorm, graphic organizer, pre-writing, rough draft, edit, final copy, publish
ELA2W1a: Writes text of a length appropriate to address a topic and tell the story.	I will write a story that discusses a topic and tells a story of appropriate length.	Text length, topic
ELA2W1b: Uses traditional organizational patterns for conveying information (e.g., chronological order, similarity and difference, answering questions).	I will use resources to help me display the meaning of the information in a text.	Organizational patterns, chronological order, similarity and difference, answering questions
ELA2W1c: Uses transition words and phrases.	I will use transition words and phrases.	Transition words, phrases
ELA2W1d: Begins to create graphic features (charts, tables, graphs).	I will use charts, tables, and graphs to help organize information in my writing.	Charts, tables, graphs
ELA2W1e: Begins to use appropriate formatting conventions for letter writing (e.g., date, salutation, body, closing).	I will show my understanding of letter writing by including the date, salutation, body and closing.	Format, letter writing, date, salutation, body, closing
ELA2W1f: Begins to write a response to literature that demonstrates understanding of the text and expresses and supports an opinion.	I will write a response to literature artifact that shows my understanding of a text that supports and opinion.	Response to literature, express, support an opinion
ELA2W1g: Begins to write a persuasive piece that states and supports an opinion.	I will write a persuasive writing piece that states and supports my opinion on a topic.	Persuasive, opinion
ELA2W1h: Pre-writes to generate ideas orally.	I will use the pre-writing strategy to brainstorm ideas aloud.	Pre-write, orally
ELA2W1i: Uses planning ideas to produce a rough draft.	I will use a variety of tools and strategies to write a rough draft.	Rough draft
ELA2W1j: Rereads writing to self and others, revises to add details, and edits to make corrections.	I will reread, revise to add details and edit my writing.	Reread, revise, edit, corrections
ELA2W1k: Creates documents with legible handwriting.	I will write using handwriting that can be read by my parents, teachers and peers.	Legible, hand-writing
ELA2W1l: Consistently writes in complete sentences with correct subject-verb agreement.	I will write complete sentences that use correct subject-verb agreement.	Subject-verb agreement
ELA2W1m: Uses nouns (singular, plural, and possessive) correctly.	I will use nouns correctly (singular, plural and possessive).	Noun, singular, plural, possessive
ELA2W1n-o: Uses singular possessive pronouns	I will use singular possessive pronouns. I will use	Pronoun, singular possessive

and singular and plural personal pronouns.	singular and plural personal pronouns.	pronouns, singular pronoun, plural pronoun
ELA2W1p: Uses increasingly complex sentence structure.	I will use complex sentences.	Simple sentence, complex sentence
ELA2W1q: Uses common rules of spelling.	I will use the rules of spelling to spell words.	Common rules of spelling
ELA2W1r: Uses appropriate capitalization and punctuation (periods, questions and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory; simple and compound).	I will use capitalization and punctuation at the end of a variety of sentences.	Capitalization, punctuation, periods, questions, exclamation mark, declarative, interrogative, exclamatory, simple sentence compound sentence
ELA2W1s: Begins to use commas (e.g., in a series, in dates, after a friendly letter greeting, in a friendly letter closure, and between cities and states), and periods after grade-appropriate abbreviations.	I will use commas and periods after abbreviations.	Comma, period, abbreviation, series, friendly letter, cities, states
ELA2W1t: Uses a variety of resources (encyclopedia, internet, books) to research and share information on a topic.	I will use a variety of resources to research information on a topic.	Resource, media, research, encyclopedia, internet, books
ELA2W1u: Recognizes appropriate uses of quotation marks.	I will use quotation marks when needed.	Quotation marks
ELA2W1v: Uses the dictionary and thesaurus to support word choices.	I will use the dictionary and thesaurus to support word use in my writing.	Dictionary, thesaurus
ELA2W2: The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.	I will create writing pieces from a variety of genres.	Captures readers interest, closure, prewriting, revise, edit, publish, beginning, middle, end, sustain focus
ELA2W2: narrative:	See Vocabulary	personal story, fantasy, imaginary, characters, setting, details, descriptive adjectives, strong verbs, sequence of events, transitional words, dialogue,
ELA2W2: informational:	See Vocabulary	Facts, details, chronological order, similarities and differences, questions and answers, charts, tables, graphs, encyclopedia, internet, books, topic
ELA2W2: persuasive:	See Vocabulary	State a clear position/opinion, supportive details, format, letter, list of pros and cons, advertisement
ELA2W2: response to literature:	See Vocabulary	State an opinion, makes connections (text to self, text to text, text to world), details, t-charts, compare and contrast, letter to author, rewrite the ending
ELA2LSV1: The student uses oral and visual strategies to communicate.	I will use my words and picture strategies to communicate.	Oral strategies, visual strategies, communicate
ELA2LSV1a: Interprets information presented and seeks clarification when needed.	I will show my understanding of information being discussed and clear any confusion when needed.	Interpret meaning
ELA2LSV1b: Begins to use oral language for different purposes: to inform, to persuade, and to entertain.	I will speak for the purpose to inform, persuade and entertain.	Inform, persuade, entertain
ELA2LSV1c: Uses increasingly complex language patterns and sentence structure when communicating.	I will use complex patterns and sentence structure when I am communicating with others.	Complex patterns, sentence structure
ELA2LSV1d: Listens to and views a variety of media to acquire information.	I will listen and view a variety of media to gather information.	Media
ELA2LSV1e: Increases vocabulary to reflect a growing range of interests and knowledge.	I will increase my vocabulary words to show my growing interest and knowledge of topics.	vocabulary

Second Grade

Math

Standard	Student Friendly Language	Vocabulary
M2N1a-b: Students will use multiple representations of numbers to connect symbols to quantities.	I will use place value to understand the value of a number based on its position using models, diagrams, number sentences and expanded notation.	Place value, even, odd, ones, tens, hundreds, thousands, expanded notation, magnitude, unit, value, place, model, diagram, number sentence.
M2N1c: Students will use money as a medium of exchange.	I will use coins and currency to count back change using skip counting, drawings, coin manipulatives and subtraction with/without regrouping.	Currency, quarter, nickel, dime, penny, half dollar, exchange, decimal notation, symbol, skip count.
M2N2a-d: Students will build fluency with multi-digit addition and subtraction.	I will add and subtract up to three digit numbers with regrouping using mental math, basic addition and subtraction properties, as well as use the inverse operation to check my work.	Add, subtract, sum, difference, regroup, borrow, carry, addend, subtrahend, commutative property, associative property, identity property, inverse operation, error analysis, number line, order of operations.
M2N2e: Estimate to determine if solutions are reasonable for addition and subtraction.	I will estimate by rounding numbers to solve addition and subtraction problems to check for reasonable solutions.	Estimate, round, overestimate, underestimate, reasonable solution, guess and check.
M2N3a-c: Students will understand multiplication, multiply numbers, and verify results.	I will use repeated addition, arrays, skip counting and a multiplication chart to multiply numbers and check my answers.	Multiplication (multiply), repeated addition, array, column, row, skip count, multiplication grid (chart), factors, product, commutative property, identity property, zero property, multiples, common factors.
M2N3d: Use repeated subtraction, equal sharing, and forming equal groups to divide large collections of objects and determine factors for multiplication.	I will use repeated subtraction, form equal groups and sharing to divide objects and find factors for multiplication problems.	Repeated subtraction, divide (division), quotient, dividend
M2N4a-b: Students will understand and compare fractions.	I will show my understanding of fractions of a whole by modeling, labeling, and comparing fractions (thirds, sixths, eighths, tenths).	Fraction, whole, numerator, denominator, compare, equivalent fractions, thirds, sixths, eighths, tenths.
M2N5a-b: Students will represent and interpret quantities and relationships using mathematical expressions including equality and inequality signs (=, >, <).	I will find the missing value of a number to help me compare numbers that are greater than, less than and equal to.	Greater than (>), less than (<) equal to (=), missing value, inverse operation
M2M1a-c: Students will know the standard units of inch, foot, yard, and metric units of centimeter and meter and measure length to the nearest inch or centimeter.	I will choose the appropriate unit and tool to measure a variety of objects.	Measurement, measurement tools, length, height, standard measurement, nonstandard measurement, ruler, inch, foot, yard, meter stick, centimeter, perimeter, unit
M2M2: Students will tell time to the nearest five minutes and know relationships of time such as the number of minutes in an hour and hours in a day.	I will be able to tell time to the nearest five minutes, and know the relationships of time such as minutes in an hour and hours in a day.	Time, minute, hour, second, analog clock, digital clock, day, week, year, elapsed time
M2M3: Students will estimate, then measure, temperature (Fahrenheit) and determine if estimations are reasonable.	I will estimate the temperature using a thermometer.	Temperature, Fahrenheit, thermometer, degree
M2G1: Students will describe and classify plane figures (triangles, square, rectangle, trapezoid,	I will identify and sort plane figures by the number of edges, vertices, and size of angles.	Plane figure, edges, vertices, triangles, square, rectangle,

quadrilateral, pentagon, hexagon, and irregular polygonal shapes) according to the number of edges and vertices and the sizes of angles (right angle, obtuse, and acute).		trapezoid, quadrilateral, pentagon, hexagon, and irregular polygonal shapes, right angle, obtuse angle, acute
M2G2a-b: Students will describe and classify solid geometric figures (prisms, cylinders, cones, and spheres) according to such things as the number of edges and vertices and the number and shape of faces and angles.	I will identify and sort solid geometric figures by the number of edges, vertices, as well as the number and shape of faces and angles.	Solid figure, geometric figure, prisms, cylinders, cones, spheres, faces
M2G3: Students will describe the change in attributes as two and three-dimensional shapes are cut and rearranged.	I will describe the change in two and three-dimensional shapes as they are cut and moved.	Flip, slide, turn, symmetry, congruent
M2D1a-b: Students will create simple tables and graphs and interpret their meaning.	I will create simple tables and graphs and use the information to solve problems.	Data, Venn diagram, bar graph, picture graph, tables, charts, organize, interpret, display, resource
M2P1a-d: Students will solve problems (using appropriate technology).	I will solve problems using a variety of strategies and resources.	Problem-solving, apply, adapt, reflect, strategies
M2P2a-d: Students will reason and evaluate mathematical arguments.	I will explain and recheck answers to math problems by using words, pictures and operations.	Reasoning, proof, predict, guess and check, investigate, evaluate
M2P3a-d: Students will communicate mathematically.	I will use mathematical terms to organize and communicate with others.	Communicate, consolidate, analyze
M2P4a-c: Students will make connections among mathematical ideas and to other disciplines.	I will use math to make connections and relate to other subject areas.	Relate, interconnect
M2P5a-c: Students will represent mathematics in multiple ways.	I will use a variety of ways to represent math.	Organize, record, communicate, select, apply, translate, model, interpret,

Second Grade

Science

Standard	Student Friendly Language	Vocabulary
S2CS1 – Students will be aware of the importance of curiosity, honesty, openness, and skepticism in Science and will exhibit these traits in their own efforts to understand how the world works.	I will know why curiosity, honesty, openness, and questioning in Science is important. I will show these traits in my understanding of how the world works.	curiosity, honesty, openness, questioning
S2CG1.a – Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements in trying to figure things out.	I will ask questions to figure out the world around me.	
S2CS2 – Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.	I will use the skills I have learned: estimation, guess and check, ordering, counting, identifying, measuring, and describing things to analyze data.	Ordering, data, analyze, lengths, weights
S2CS2.a – Use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences.		
S2CS2.b – Readily gives sums and differences of single digit numbers in ordinary, practical context, and judge the reasonableness of the answer.		
S2CS2.c – Give rough estimates of numerical answers to problems before doing them formally.		
S2CS2.d – Make quantitative estimates of familiar lengths, weights, and time intervals, and check them by measuring.		
S2CS3 – Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.	I will use hand tools, instruments, and everyday things to make, take apart, measure, and look at objects.	instruments, construct, reasonable, manipulate
S2CS3.a – Use ordinary hand tools and instruments to construct, measure, and look at objects.		
S2CS3.b – Assemble, describe, take apart, and reassemble constructions using interlocking blocks, erector sets, and other things.		
S2CS3.c – Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects.		
S2CS4 – Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.	I will identify parts of things and what they can do when put together that they could not do apart.	
S2CS4.a – Identify the parts of things, such as toys or tools, and identify what things can do when put together that they could not do otherwise.		
S2CS4.b – Use a model-such as a toy or a picture- to describe a feature of the primary thing.		
S2CS4.c – Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.		
S2CS4.d – Compare very different sizes, weights, ages (baby/adult), and speeds	I will use a model to describe and compare by size, weight, color, age, and speed of both human made	model, change, qualities, human, natural, man-made, size

(fast/slow) of both human made and natural things.	and natural things. I will know which of these qualities stay the same during a change.	
S2CS5 – Students will communicate scientific ideas and activities clearly.	I will draw pictures of and use pictographs and bar graphs to describe and compare things by shape, texture, size, weight, color, and motion.	pictograph, bar graph, shape, texture, motion
S2CS5.a-b – Describe, compare, and draw pictures in terms of number, shape, texture, size, weight, color, and motion that correctly portray features of the thing being described.		
S2CS5.c – Use simple pictographs and bar graphs to communicate data.		
S2CS6 – Students will be familiar with the character of scientific knowledge and how it is achieved.		
S2CS6.a – Students will recognize that when a science investigation is done the way it was done before, they expect to get similar results.	I will know when I do an experiment the same way each time I will get the same results and other scientists may disagree with me.	results, experiment, investigation, disagree, scientist
S2CS6.b – Students will recognize that science involves collecting data and testing hypothesis.	I will know that science involves collecting data and testing questions.	hypothesis
S2CS6.c – Students will recognize that scientists often repeat experiments and subject their ideas to criticism by other scientists who may disagree with them and do further tests.		
S2CS6.d – Students will recognize that all different kinds of people can be and are scientists.		
S2CS7 – Students will understand important features of the process of scientific inquiry.	I will know that scientists work as a team and use common language to talk about their findings. Scientists also use certain tools to get information about things such as plants and animals.	thermometers, rulers, balances, observations
S2CS7.a.-Students will apply the following inquiry leaning practices: Scientists use a common language with precise definitions of terms to make it easier to communicate their observations to each other.		
S2CS7.b.- Students will apply the following inquiry leaning practices: In doing science it is often helpful to work as a team. All team members should reach their own individual conclusions and share their understandings with other members of the team in order to develop a consensus.		
S2CS7.c- Students will apply the following inquiry leaning practices: Tools such as thermometers, rulers and balances often give more information about things than can be obtained by just observing things without help.		
S2CS7.d- Students will apply the following inquiry leaning practices: Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them. Advantage can be taken of classroom pets.		
S2E1- Students will understand that stars have different sizes, brightness and patterns.	I will understand that stars have different sizes, brightness, and patterns.	stars, brightness, pattern
S2E1.a- Describe the physical attributes of stars- sizes, brightness, and patterns.	I will describe the details of the stars.	
S2E2-Students will investigate the position of sun and moon to show patterns throughout the year.	I will investigate where the sun and moon are during the length of a year and a day.	Investigate

