

Parents' Guide to Common Core *and*

California State Standards

This guide is based on the new Common Core State Standards, which have been adopted by more than 45 states including California.

This information provides an overview of what your child will learn by the end of second grade in English Language and Mathematics (Common Core State Standards).

Included are the California Standards for Social Studies and Physical Fitness, as well as the Technology Standards which are based on what the Saugus Union School District believes students need to master to be successful.

If your child is meeting the second grade expectations outlined in these standards, he or she will be well prepared for 3rd grade.



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Excellence in Elementary Education
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Help Your Child Learn at Home

Try to create a quiet place for your child to study, and carve out time every

day when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

English Language Arts & Literacy

- Read at home every day and assist your child by reading every other paragraph. To find recommendations of books for your child to read, visit www.corestandards.org/assets/Appendix_B.pdf
- Have your child write a thank you note or letter to family members or friends.

Mathematics

Look for “word problems” in real life. Some 2nd grade examples might include:

- When saving for a purchase, compare the cost of the item to the amount of money you have; then ask your child to determine how much more money he or she needs to buy the item
- Play “draw the shape.” For example, ask your child to draw a hexagon with one side longer than the others, or ask him or her to shade in a quarter of a rectangle.

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ELA: Reading Standards for Literature (RL)

Key Ideas and Details:

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

Craft and Structure:

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.)
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas:

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity:

10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text (RI)

Key Ideas and Details:

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure:

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language standards 4-6 for additional expectations.)
5. 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.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas:

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. Describe how reasons support specific points the author makes in a text.
9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity:

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Foundational Skills (RF)

Phonics and Word Recognition:

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams.
 - c. Decode regularly spelled two-syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.
 - e. Identify words with inconsistent but common spelling-sound correspondences.
 - f. Recognize and read grade-appropriate irregularly spelled words.

Fluency:

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive reading.
 - c. Use context to confirm self-correct word recognition and understanding, rereading as necessary.

Writing Standards (W)

Text Types and Purposes:

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing:

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge:

7. 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).

8. Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)

Range of Writing:

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards (SL)

Comprehension and Collaboration:

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - a. 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).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
 - a. Give and follow three- and four- step oral directions.
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas:

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
 - a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify

- ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Language Standards (L)

Convention of Standard English:

- Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
 - Use collective nouns (e.g., *group*).
 - Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
 - Use reflexive pronouns (e.g., *myself, ourselves*).
 - Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
 - Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - 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*).
 - Create readable documents with legible print.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize holidays, produce names, and geographic names.
 - Use commas in greetings and closings of letters.
 - Use an apostrophe to form contractions and frequently occurring possessives.
 - Generalize learned spelling patterns when writing words (e.g., *cage* → *badge; boy* → *boil*).
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language:

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Compare formal and informal uses of English.

Vocabulary Acquisition and Use:

- 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 strategies.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy/, tell/retell*).
 - Use of known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
 - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
 - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.
- Demonstrate understanding of word relationships and nuances in word meanings.
 - Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
 - Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
- 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: Operations and Algebraic Thinking (2.OA)

Represent and Solve Problems Involving Addition and Subtraction:

- 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.

Add and Subtract Within 20:

- Fluently add and subtract within 20 using mental strategies. By end of grade 2, know from memory all sums of two one-digit number

Work with Equal Groups of Objects to Gain Foundations for Multiplication:

- Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
- 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. Number

Number and Operations in Base Ten (2.NBT)

Understand Place Value:

- Understand that 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. Understand the following as special cases:
 - 100 can be thought of as a bundle of ten tens—called a “hundred.”
 - 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 2s, 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.

Use Place Value Understanding and Properties of Operations to Add and Subtract:

- Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

- Add up to four two-digit numbers using strategies based on place value and properties of operations.
- 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.
 - Use estimation strategies to make reasonable estimates in problem solving.
 - Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
 - Explain why addition and subtraction strategies work, using place value and the properties of operations.

Measurement and Data (2.MD)

Measure and Estimate Lengths in Standard Units:

- Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- Estimate lengths using units of inches, feet, centimeters, and meters.
- Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate Addition and Subtraction to Length:

- 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.
- 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.

Work with Time and Money:

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).
8. 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?

Represent and Interpret Data:

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
10. 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 problems⁴ using information presented in a bar graph.

Geometry (2.G)

Reason with Shapes and Their Attributes:

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.⁵ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
3. 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, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

History/Social Sciences (California Standard)

- Understands family history, traditions and ancestors.
- Compares and contrasts the daily lives of par-

ents and grandparents.

- Demonstrates knowledge of maps and globes
- Locates specific places, geographic features, and map elements (legend, scale, and compass directions).
- Understands and explains the ways the laws affect our daily lives.
- Understands basic economic concepts (consumers/producers) and their role in the economy.
- Demonstrates an understanding of the importance of individual action and responsibility.
- Explains how heroes of long ago and present times make a difference in lives today.

Physical Fitness

Calif. Standard– 1

Students demonstrate the motor skills and movement patterns needed perform a variety of physical activities.

Movement Concepts:

1.1 Move to open spaces within boundaries while traveling at increasing rates of speed.

Body Management:

1.2 Transfer weight from feet to hands and from hands to feet, landing with control.

1.3 Demonstrate balance on the ground and on objects, using bases of support other than both feet.

1.4 Create a routine that includes two types of body rolls (e.g., log roll, egg roll, shoulder roll, forward roll) and a stationary balance position after each roll.

Locomotor Movement:

1.5 Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.

1.6 Skip and leap, using proper form.

Manipulative Skills:

1.7 Roll a ball for distance, using proper form.

1.8 Throw a ball for distance, using proper form.

1.9 Catch a gently thrown ball above the waist, reducing the impact force.

1.10 Catch a gently thrown ball below the waist, reducing the impact force.

1.11 Kick a slowly rolling ball.

1.12 Strike a balloon consistently in an upward or forward motion, using a short-handled paddle.

1.13 Strike a ball with a bat from a tee or cone, using correct grip and side orientation.

1.14 Hand-dribble, with control, a ball for a sustained period.

1.15 Foot-dribble, with control, a ball along the ground.

1.16 Jump a rope turned repeatedly.

Rhythmic Skills:

1.17 Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.

1.18 Perform rhythmic sequences related to simple folk dance or ribbon routines.

1.19 Perform with a partner rhythmic sequences related to simple folk dance or ribbon routines.

Physical Fitness

Calif. Standard– 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts:

2.1 Define open space.

2.2 Explain how to reduce the impact force of an oncoming object.

Body Management:

2.3 Explain the importance of a wide rather than a narrow base of support in balance activities.

2.4 Explain why one hand or foot is often preferred when practicing movement skills.

Locomotor Movement:

2.5 Compare and contrast locomotor movements conducted to even and uneven beats.

Manipulative Skills:

2.6 Identify opportunities to use underhand and overhand movement (throw) patterns.

2.7 Identify different opportunities to use striking skills.

2.8 Compare the changes in force applied to a ball and the ball speed when rolling a ball for various distances.

2.9 Explain key elements of throwing for distance.

2.10 Identify the roles of body parts not directly involved in catching objects.

2.11 Identify when to begin the kicking motion when kicking a slowly rolling ball.

2.12 Identify the different points of contact when striking a balloon upward and striking a balloon forward.

2.13 Explain the purpose of using a side orientation when striking a ball from a batting

2.14 Differentiate the effects of varying arm and hand speeds when hand-dribbling a ball.

Physical Fitness

Calif. Standard– 3

Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts:

3.1 Participate in enjoyable and challenging physical activities for increasing periods of time.

Aerobic Capacity:

3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.

Muscular Strength/Endurance:

3.3 Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench to enhance endurance and increase muscle efficiency.

3.4 Traverse the overhead ladder one bar at a time.

Flexibility:

3.5 Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps.

Body Composition:

3.6 Engage in moderate to vigorous physical activity for increasing periods of time.

Assessment:

3.7 Measure improvements in individual fitness levels.

Physical Fitness

Calif. Standard– 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts:

4.1 Explain the fuel requirements of the body during physical activity and inactivity.

4.2 Describe the role of moderate to vigorous physical activity in achieving or maintaining good health.

4.3 Identify ways to increase time for physical activity outside of school.

4.4 Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed.

4.5 Explain how the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.

Aerobic Capacity:

4.6 Compare and contrast the function of the heart during rest and during physical activity.

4.7 Describe the relationship between the heart and lungs during physical activity.

4.8 Compare and contrast changes in heart rate before, during, and after physical activity.

Muscular Strength/Endurance:

4.9 Describe how muscle strength and muscle endurance enhance motor skill performance.

4.10 Identify muscles being strengthened during the performance of particular physical activities.

4.11 Identify which activities or skills would be accomplished more efficiently with stronger muscles.

4.12 Explain the role that weight-bearing activities play in bone strength.

Flexibility:

4.13 Identify the muscles being stretched during the performance of particular physical activities.

4.14 Explain why it is safer to stretch a warm muscle rather than a cold muscle.

Body Composition :

4.15 Describe the differences in density and weight between bones, muscles, organs, and fat.

Physical Fitness

Calif. Standard– 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the earning and performance of physical activity.

Self-Responsibility:

5.1 Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering

with others.

5.2 Accept responsibility for one's own behavior in a group activity.

Social Interaction

5.3 Acknowledge one's opponent or partner before, during, and after an activity or game and give positive feedback on the opponent's or partner's performance.

5.4 Encourage others by using verbal and nonverbal communication.

5.5 Demonstrate respect for self, others, and equipment during physical activities.

5.6 Demonstrate how to solve a problem with another person during physical activity.

Group Dynamics

5.7 Participate positively in physical activities that rely on cooperation.

Technology Fluency- SUSD Standards

I= Introduce; D=Develop; M=Master; A=Apply

Using a Computer:

- Identify and explain the parts of various technological devices appropriate to grade-level (M)
- Start and shut down various technological devices (M)
- Use a keyboard and pointing device; such as a mouse / touchpad (A)
- Explain that icons (i.e. recycle bin/trash, folder, shortcut) are symbols used to represent a command, file, or application. (D)
- Open and close an application or program (M)
- Explain the functions of basic file menu commands (i.e. New, Open, Close, Save,/Save as, Print) (D)
- Use various operating system functions (i.e., open multiple applications, work with menus and folders, use the taskbar/dock) (I)
- Select a printer, use print preview, and print a

document with the appropriate page setup and orientation.. (I)

- Identify and use various forms of storage media (i.e., CDs, DVDs, flash drives, school servers, online storage.) (I)

Type words per minute (WPM) with proficiency and accuracy: 10 WPM

Using Software and Application: Word Processing and Desktop Publishing:

- Write, edit, print, and save simple documents (D)
- Insert and resize a graphic. (I)
- Copy/cut and paste text and images within a document. (I)
- Use menu/toolbar functions (i.e., font size/line spacing, bullets and numbering, tabs, margins) to format a document. (I)
- Proofread and edit documents using appropriate resources (i.e., dictionary, spelling/grammar check) (I)

Databases:

- Identify and explain terms and concepts related to databases (i.e., record, field, search) (I)
- Conduct simple searches of existing databases (i.e., library, catalogue, electronic encyclopedia) (I)

Multimedia and Presentation:

- Use painting and drawing programs to create and edit work. (M)
- Create, edit, and format text on a slide. (D)
- Insert and resize graphics in a slide. (I)

Using the Internet:

- Explain and use terms related to a network (i.e., username, password, network, file server). (D)

- Explain and use terms related to the Internet (i.e. web browser, URL, keyword, search engine, links). (D)

Ethics and Safety:

- Follow school/classroom rules for the responsible use of computers, peripheral devices, and the Internet. (A)
- Explain ethical issues related to privacy, cyber-bullying, plagiarism, spam, viruses, hacking, and file sharing. (D)
- Explain the potential risks and dangers associated with various forms of online communications. (D)
- Explain and use safe practices for sharing personal information via the Internet and other medium. (D)
- Identify and describe ways in which technology is used at home, as school, and in society. (D)
- Analyze digital media messages to determine if their purpose is to inform, persuade, or entertain.