



What every **SECOND GRADE** Student should know and be able to do!

A Message to the Reader

This resource is provided by Salt River Schools. It contains the second grade expectations for English Language Arts, Mathematics, Science, and Social Studies. The goal for Salt River Schools is to help all students be successful and ready to move forward to the next grade level. These skills and expectations align to the Arizona Standards and our Division's adopted curriculum. Each standard builds on the standard that came before and toward the standard that comes in the next grade level. For additional information on grade-level readiness, please visit the Arizona Department of Education site: <https://www.azed.gov/standards-practices/>

English Language Arts

The 2018 Arizona English Language Arts standards include reading and writing foundational skills to help put your child on the path to academic success. Daily reading and writing practice is an important component for grade-level readiness. Students should know and be able to . . .

Print Concepts

- recognize the features of a sentence

Phonological Awareness

- distinguish long from short vowel sounds in spoken words
- blend sounds to produce single-syllable words
- isolate the beginning, middle, and ending sounds in spoken single syllable words
- segment one-syllable words into a sequence of sounds
- add, substitute, and delete individual sounds in words to make new words

Phonics and Word Recognition

- know the spelling-sound correspondences for consonant digraphs
- read regularly spelled one-syllable words
- apply all six syllable types when reading grade level texts
- read grade-appropriate irregularly spelled words

Fluency

- read grade level text with purpose and understanding
- read grade level text orally with accuracy, appropriate rate, and expression
- Use context clues to confirm word recognition and understanding

Literature (fiction)

- ask and answer questions about key details
- retell stories to demonstrate understanding of the main idea
- describe characters, settings, and major events in a story
- identify words and phrases that suggest feelings
- explain major differences between literature and informational text
- identify who is telling the story at various points in the text
- use illustrations and details in a story to describe characters, setting or events
- compare and contrast the experiences and adventures of characters in stories

Informational Text (nonfiction)

- ask and answer questions about key details
- identify the main topic and retell key details
- describe connections between two individuals, events, ideas, or pieces of information
- ask an answer questions to help determine the meaning of words
- use various text features to gather information

Sound-letter Basics and Handwriting

- write upper and lower manuscript letters using correct letter formation
- write the common letter(s) for each sound
- write with appropriate spacing between letters and words
- write the letters used to represent vowel sounds and consonants, knowing every syllable has a vowel

Spelling

- spell common, regular, single-syllable words
- spell on-level words with inflectional endings
- spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions

Writing

- write opinion pieces in which they introduce a topic, state an opinion, supply a reason for the opinion and provide a sense of closure
- write informative pieces in which they name a topic, supply some facts, and provide a sense of closure
- write narratives in which they recount two or more appropriately sequenced events, include details, use temporal words, and provide a sense of closure
- produce writing in which the development and organization are appropriate to the task and purpose
- respond to questions and suggestions from peers and add details to strengthen writing
- use a variety of digital tools to produce and publish writing
- participate in shared research and writing projects

Speaking and Listening

- participate in collaborative conversations, responding to the comments of others through multiple exchanges
- ask and answer questions in order to get information or to clarify something that is not understood
- describe people, places, things, and events, expressing ideas and feeling clearly
- add drawings or visual displays to clarify ideas

Language

- use singular/plural/possessive nouns, verbs, adjectives, pronouns, conjunctions, and prepositions when writing or speaking



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| <ul style="list-style-type: none"> distinguish between information provided by pictures and information provided by the words in a text identify reasons an author gives as support compare two texts on the same topic | <ul style="list-style-type: none"> use capitalization, punctuation, and spelling when writing clarify the meanings of unknown words using affixes, root words, and sentence-level context demonstrate understanding of word relationships |
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Mathematics

The goal of Salt River Schools is for every child to develop a deep understanding of mathematical concepts and procedures, while discovering connections to other subjects through real-life problem solving.

Students should know and be able to ...

Operations and Algebraic Thinking

- determine if a number is odd or even (through 20)
- add and subtract within 100, using strategies, equations, and word problems with one and two steps
- add and subtract with accuracy and speed within 20
- have a foundation for multiplication using models

Number and Operations in Base Ten

- understand place value through 1000
- read and write numbers to 1000
- use place value understanding and properties of operations to add and subtract within 1000

Measurement and Data

- measure and estimate lengths using customary and metric units
- tell and write time to the nearest 5 minutes using a.m./p.m.
- count money/solve word problems with money
- represent and interpret picture graphs, bar graphs, and line plots

Geometry

- identify, describe and draw shapes having specific attributes
- partition circles and rectangles into two, three and four equal shares

Mathematical Practices

- apply the eight Standards for Mathematical Practice such as problem solving, modeling, and logical reasoning to solve math problems

Science Focus: Systems and System Models; Energy and Matter

Students should know and be able to ...

Understand the **Science & Engineering Practices** as they relate to the application of 2nd Grade Science: *Ask questions and define problems; Develop and use models; Plan and carry out investigations; Analyze and interpret data; Use mathematics and computational thinking; Construct explanations and design solutions; Engage in argument from evidence; Obtain, evaluate, and communicate information*

Understand the **Crosscutting Concepts** and how to apply them to 2nd Grade Science: *Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change*

Physical Science

- plan and carry out investigation to determine that matter has mass, takes up space, and is recognized by its observable properties; use the collected evidence to develop and support an explanation
- plan and carry out investigations to gather evidence to support an explanation on how heating or cooling can cause a phase change in matter
- obtain, evaluate, and communicate information about ways heat energy can cause change in objects or materials

Earth and Space Standards

- observe and investigate how wind and water change, the shape of the land resulting in a variety of landforms
- develop and use models to represent that water can exist in different states and is found in oceans, glaciers, lakes, rivers, ponds, and the atmosphere

Earth and Space Standards - continued

- analyze patterns in weather conditions of various regions of the world and design, test, and refine solutions to protect humans from severe weather conditions
- construct and argument from evidence regarding positive and negative changes in water and land systems that impact humans and the environment
- observe and explain the Sun's position at different times during a twenty-four hour period and changes in the apparent shape of the Moon from one night to another

Life Science Standards

- obtain, analyze, and communicate evidence that organisms need a source of energy, air, water, and certain temperature conditions to survive
- develop a model representing how life on Earth depends on energy from the Sun and energy from other organisms



Social Studies Focus: The World Around Me

Students should know and be able to ...

Understand the Six Elements of the Inquiry Arc: 1. Developing compelling questions; 2. Constructing supporting questions; 3. Gathering and evaluating sources; 4. Developing claims; 5. Communicating conclusions; 6. Taking informed action

Disciplinary Skills & Processes

- create a chronological sequence of multiple events
- understand how events of the past effect student's lives and communities
- generate questions about individuals a groups who have shaped a significant historical change
- compare diverse cultures using primary resources
- compare perspectives of people in the past to those today
- identify facts and concepts associated with compelling and supporting questions
- determine and use various kinds of sources to answer compelling and supporting questions
- generate questions about a source as it relates to an event
- gather relevant information from one or two sources
- ask and answer questions about explanations and arguments
- present a summary of an argument or explanation
- generate possible reasons for an event or development and select the reasons that might be more likely to explain the event

Civics

- describe roles and responsibilities of people in authority within our country and world
- explain how all people play important roles in the world
- explain how people work together to identify and solve problems
- explain how rules function in public settings

Economics

- identify different occupations and skills needed in a global economy
- describe reasons to save or spend money

Economics - *continued*

- identify and describe the goods and services that are produced around the world
- explain how people around the world can earn income
- explain how people can be producers and consumers in a global economy
- describe the public services that governments provide and how they meet the needs of individuals
- illustrate how a country's resources determine what is produced and traded

Geography

- use and construct maps, graphs and other geographical representations of familiar and unfamiliar places in the world; locate physical and human features
- use maps, globes and other geographical models to identify and explain cultural and environmental characteristics of places in the world
- explain how weather, climate and other environmental characteristics affect people's lives in a place or region being studied
- physical and cultural regions in the world

History

- explain how individuals can make contributions to a civilization and/or culture around the world and how they have changed over time in a place or region
- examine developments from the civilization and/or culture in a place or region studied
- generate questions about the institutions and belief systems of different societies