

2nd GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR LITERATURE

| COMMON CORE STANDARDS | | ESSENCE | EXTENDED COMMON CORE | | UNPACKING THE EXTENDED STANDARDS |
|---|--|---|---|--|--|
| Integration of Knowledge and Ideas | | Use text and illustrations to support understanding | Integration of Knowledge and Ideas | | Integration of Knowledge and Ideas |
| CLUSTER | 1. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 2. (Not applicable to literature) 3. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | | CLUSTER | 1. Identify illustrations or words in a print or digital text that describe or show the characters. 2. (Not applicable to literature) 3. Identify two or more books by the same author and/or illustrator. | Concepts: Authors use words and illustrators use pictures in similar ways across texts Skills: Identify pictures that show the characters. Identify words that describe characters. Identify two books by the same author. Identify two books by the same illustrator. Big Ideas: Authors and illustrators have their own style which adds meaning to a text. Essential Questions: Which words or pictures tell me about this character? How can I tell which books have the same author? How can I tell which books have the same illustrator? |
| Range of Reading and Level of Text Complexity | | Engage actively with text | Range of Reading and Level of Text Complexity | | Range of Reading and Level of Text Complexity |
| CLUSTER | 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. | | CLUSTER | 10. Actively engage in group reading of stories and poetry for a clearly stated purpose (e.g., <i>Listen while I read so you can tell me words that describe the main character</i>). | Concepts: <i>Listening and shared reading is an active process.</i> Skills: Listen for a purpose. Remember the purpose. Communicate response to purpose. Big Ideas: Engaging during group reading requires thinking and communicating. Essential Questions: Why should I listen to the story or poem? How do I communicate my thinking with others? |

2nd GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR INFORMATIONAL TEXT

| COMMON CORE STANDARDS | | ESSENCE | EXTENDED COMMON CORE | | UNPACKING THE EXTENDED STANDARDS |
|-----------------------|---|--|--|----------|---|
| Key Ideas and Details | | Use details and key ideas | Key Ideas and Details | GUIDANCE | Key Ideas and Details |
| CLUSTER | 1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. 2. Identify the main topic of a multi-paragraph 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 | | CLUSTER 1. Answer such questions as who, what, and where to demonstrate understanding of key details in a text. 2. Listen to text to identify the topic of a text or a portion of the text (e.g., "Which word best tells what this book is about?") 3. Listen to written procedures or directions to identify what to do first and next. | | Concept: <i>Texts provide the listener with important information.</i> Skills: Answer who, what and where questions, identify the topic of a text, determine what to do first and next. Big Idea: It is important to understand the topic and remember key details in a text. Big Idea: It is important to understand the topic and remember key details in a text. Key information is explicitly stated in texts. Essential Questions: What kind of information is in this text? What does the text tell me? Do I understand all of the important details? If I don't understand, what can I do? What is this text about? Does the text talk about a person? Does the text tell me what to do? What do I need to do first? What do I need to do after that? |
| Craft and Structure | | Use Features of Text to Increase Understanding | Craft and Structure | GUIDANCE | Craft and Structure |
| CLUSTER | 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topics or subject area. 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. | | CLUSTER 4. Identify words that relate to the topic of a text (e.g., "Which words are about frogs?"). 5. Locate key facts or information in a familiar text. 6. Identify the topic of a text. | | Concepts: Words provide connections between key details and topics. Skills: Identify words related to a given topic, locate facts or information, identify the topic Big Ideas: Words within a text describe the topic and provide key facts and information Essential Questions: Do I understand the words? How do I ask if I don't understand? Which words help me talk about the topic? Where are the key facts in the text? What information is important? What is the topic? |

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READING STANDARDS FOR INFORMATIONAL TEXT

| COMMON CORE STANDARDS | | ESSENCE | EXTENDED COMMON CORE | | UNPACKING THE EXTENDED STANDARDS |
|---|--|--|---|--|--|
| Integration of Knowledge and Ideas | | Use text and images to support understanding | Integration of Knowledge and Ideas | | Integration of Knowledge and Ideas |
| CLUSTER | 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. | | CLUSTER | 7. Identify images (e.g., pictures and illustrations) that relate to a text. 8. Identify specific points an author makes in a text (e.g., <i>Listen to tell me which of these sentences were in the text</i>). 9. Identify two texts on the same topic. | Concepts: There are many ways of conveying information in texts. Skills: Identify pictures and illustrations related to the text. Identify opinions, ideas or facts provided by the author. Identify two texts on the same topic. Big Ideas: Information can be derived from what an author says, the pictures that are used, and the topic of the text. Essential Questions: What pictures go with this text? What did the author say? Are these two texts about the same thing? |
| Range of Reading and Level of Text Complexity | | Active engagement with text | Range of Reading and Level of Text Complexity | | Range of Reading and Level of Text Complexity |
| CLUSTER | 10. By the end of 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. | | CLUSTER | 10. Actively engage in group reading of history/social studies, science, and technical texts for clearly stated purpose (e.g., Listen while I read so you can tell me what we need to do first.). | Concepts: <i>Reading and listening is an active process.</i> Skills: Listen to a text for a purpose. Attend to the words on the page (words or Braille). Big Ideas: Engaging during group reading requires thinking and communicating. Essential Questions: What is our purpose for reading this text? What is our purpose for listening to this text? How do we communicate our thinking with others? |

2nd GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR FOUNDATIONAL SKILLS

| COMMON CORE STANDARDS | | ESSENCE | EXTENDED COMMON CORE | | | UNPACKING THE EXTENDED STANDARDS |
|------------------------------|---|-----------------|------------------------------|--|----------|--|
| Phonics and Word Recognition | | Read words | Phonics and Word Recognition | | GUIDANCE | Phonics and Word Recognition |
| CLUSTER | 1. Know and apply grade-level phonics and word analysis skills in decoding words. 2. Distinguish long and short vowels when reading regularly spelled one-syllable words. 3. Know spelling-sound correspondences for additional common vowel teams. 4. Decode regularly spelled two-syllable words with long vowels. 5. Decode words with common prefixes and suffixes. 6. Identify words with inconsistent but common spelling-sound correspondences. 7. Recognize and read grade-appropriate irregularly spelled words. | | CLUSTER | 1. Apply letter-sound and word analysis skills in decoding words. 2. In context, identify 18 or more letter-sound associations. 3. Identify the beginning sound of familiar words beginning with a single consonant sound. 4. Recognize 10 or more written words. | | Concept: Letters have sounds on their own and in words. Skills: Identify 18 letter-sound associations, Identify the beginning sound of familiar words, Read 10 or more written words. Big Idea: Reading words involves knowing letter sounds and remembering whole words. Essential Questions: What sound does that letter have? What letter has that sound? What sound do I hear at the beginning of that word? How can I remember that word? |
| | Fluency | | | | | Fluency |
| | 1. Read with sufficient accuracy and fluency to support comprehension. 1. Read on-level text with purpose and understanding. 2. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 3. Use context to confirm or self- correct word recognition and understanding, rereading as necessary. | Engage actively | | 1. Engage actively in shared reading | | Concept: <i>Reading with others is an active process.</i> Skills: Interact while reading with others: comment about what happened first; comment about what the text is about; state an opinion about the text; name the characters, events or places in the text; provide a word or phrase to complete a line of text. Big Idea: Engaging during shared reading requires thinking and communicating. Essential Questions: What does this remind me of? What do I think about that? How can I explain what I am thinking? What can I say about this story right now? |
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* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

2nd GRADE ENGLISH/LANGUAGE ARTS

WRITING STANDARDS

| COMMON CORE STANDARDS | | ESSENCE | EXTENDED COMMON CORE | | GUIDANCE | UNPACKING THE EXTENDED STANDARDS | |
|--|--|-----------------------------------|--|--|----------|--|--|
| Text Types and Purposes | | Write about a self-selected topic | Text Types and Purposes | | | Text Types and Purposes | |
| CLUSTER | 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. | | CLUSTER | 1. Select a topic and use drawing, dictating, or writing* to state an opinion and one or more reasons to support the opinion (e.g., I like desert. It is yummy.). 2. Select a topic and use drawing, dictating, or writing* to compose a message with two or more ideas about the topic. 3. Select an event or personal experience and use drawing, dictating, or writing* to compose a message with two or more ideas about it. | | Concept: <i>Writers communicate about a topic, event or personal experience in multiple ways.</i> Skills: Select a topic or event; compose a message; add ideas; state an opinion; support opinion by adding more. Big Idea: Drawing, dictating, and writing* are ways to compose a message and adding more clarifies what you are thinking. Essential Questions: What should I write about? What do I want to dictate for someone else to write about it? What do I want to draw about it? What do I think about that? Why? What else do I know about that? What else do I want to write about that? What other ideas do I have? | |
| Production and Distribution of Writing | | | Production and Distribution of Writing | | | Production and Distribution of Writing | |
| | 4. (Begins in grade 3) 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. | Revise and publish own writing | | 4. (Begins in grade 3) 5. With guidance and support from adults, add more information to own written message to strengthen it. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | | Concept: <i>There are multiple ways to improve writing.</i> Skills: Communicate multiple ideas; explore digital tools; work with others; add more to what has already been written. Big Idea: Writing can be strengthened by working with others, adding more information and/or using digital tools to support production and publication. Essential Questions: What else do I have to say about this topic? How does this digital tool work? How can I produce and publish writing with this tool? What did my teacher or classmate say about my writing? | |

2nd GRADE ENGLISH/LANGUAGE ARTS

WRITING STANDARDS

| COMMON CORE STANDARDS | | ESSENCE | EXTENDED COMMON CORE | | GUIDANCE | UNPACKING THE EXTENDED STANDARDS | |
|---|--|---|---|---|----------|---|--|
| Research to Build and Present Knowledge | | Recall Information and knowledge | Research to Build and Present Knowledge | | | Research to Build and Present Knowledge | |
| CLUSTER | 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.(Begins in grade 4) | | CLUSTER | 7. Participate in shared writing projects (e.g., contribute ideas to writing that an adult or peers have generated). 8. Recall information from experiences to answer a question 9. (Begins in grade 4) | | Concept: <i>Familiar experiences serve as an important source of information for writing.</i> Skills: Recall information from familiar topics, books and activities; Relate information, objects or events to own experience. Big Idea: Information recalled or identified from familiar topics, activities, and experiences can be recorded through shared writing. Essential Questions: What do we remember about this book/activity? What do we know about this? When have we seen something like this before? When have we done something like this before? What should we write about it? How do we write it? | |
| | Range of Writing | | | Range of Writing | | Range of Writing | |
| | 10.(Begins in grade 3) | | 10. (Begins in grade 3) | | | | |

**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

2nd GRADE ENGLISH/LANGUAGE ARTS

SPEAKING AND LISTENING

| COMMON CORE STANDARDS | | ESSENCE | EXTENDED COMMON CORE | | UNPACKING THE EXTENDED STANDARDS |
|---------------------------------|--|-------------------------|---------------------------------|---|--|
| Comprehension and Collaboration | | | Comprehension and Collaboration | | Comprehension and Collaboration |
| CLUSTER | 1. Participate in collaborative conversations about grade 2 topics and texts with peers and adults in small and larger groups. | Comprehend and interact | CLUSTER | 1. Participate in communicative exchanges: | <p>Concept: <i>Multiple-turn interactions clarify and support more in-depth demonstrations of understanding.</i></p> <p>Skills: Communicate to convey message, respond to partner; express confusion, identify words to describe key ideas and details, answer questions; contribute two or more ideas or comments to an established topic; take turns asking and answering questions.</p> <p>Big Idea: Back and forth communication exchanges provide an opportunity to seek clarification and demonstrate knowledge more completely than single question-answer exchanges.</p> <p>Essential Questions: Who do I want to talk to? What do I want to say? What can I add to that? What do I do if I don't understand? What do I know about this book? What is important to remember? What word(s) answers the question? What do I do if I don't remember? What describing words do I know? What words describe the key ideas? What words describe details from the text?</p> |
| | 2. 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). | | | 2. Communicate directly with peers in multi-turn exchanges. | |
| | 3. Build on others' talk in conversations by linking their comments to the remarks of others. | | | 3. Build on comments or topics initiated by adult or peer communication partners in multi-turn exchanges. | |
| | 4. Ask for clarification and further explanation as needed about the topics and texts under discussion. | | | 4. Indicate confusion or a lack of understanding (e.g., point to symbol "I'm confused"). | |
| | 5. Recount or describe key ideas or details from written texts read aloud or information presented orally or through media. | | | 5. Identify words that describe key ideas or details from written texts read aloud or information presented orally or through media | |
| | 6. 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. | | | 6. Answer questions posed by adult or peer communication partners. | |

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2nd GRADE ENGLISH/LANGUAGE ARTS

SPEAKING AND LISTENING

| COMMON CORE STANDARDS | | ESSENCE | EXTENDED COMMON CORE | | UNPACKING THE EXTENDED STANDARDS |
|-------------------------------------|---|-----------------------|-------------------------------------|---|--|
| Presentation of Knowledge and Ideas | | Communicate knowledge | Presentation of Knowledge and Ideas | | Presentation of Knowledge and Ideas |
| CLUSTER | 7. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 8. 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. 9. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, for specific expectations.) | | CLUSTER | 7. Identify a familiar experience and one or more facts or details related to it. 8. Select or create images, photographs or other visual/tactual displays to represent experiences, thoughts, or feelings. 9. Combine 3 or more words when appropriate to task and situation in order to clarify communication | <p>Concept: <i>Language and other representations can be used to communicate and make your message clear.</i></p> <p>Skills: Identify facts and details about familiar experiences, select or create representations; identify when there is a need to clarify message; combine 3 or more words to clarify message.</p> <p>Big Idea: Things you experience, think and feel can be communicated and clarified through words and other representations.</p> <p>Essential Questions: What do I know about this event? What do I know about this activity? Can I pick a picture or draw something that tells about this activity? Can I pick a picture or draw something that shows how it makes me feel? Was my message clear? Do I need to say more to be clear? What words can I use? How do I put these words together so they make sense?</p> |
| | | | | GUIDANCE | |

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2nd GRADE ENGLISH/LANGUAGE ARTS

LANGUAGE

| COMMON CORE STANDARDS | | ESSENCE | EXTENDED COMMON CORE | | GUIDANCE | UNPACKING THE EXTENDED STANDARDS | |
|---------------------------------|---|----------------------------|---------------------------------|--|----------|---|--|
| Conventions of Standard English | | Communicate conventionally | Conventions of Standard English | | | Conventions of Standard English | |
| CLUSTER | <div>1. Observe conventions of grammar and usage when writing or speaking.</div> <div>2. Use collective nouns (e.g., group).</div> <div>3. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</div> <div>a) Use reflexive pronouns (e.g., myself, ourselves).</div> <div>b) Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</div> <div>c) Use adjectives and adverbs, and choose between them depending on what is to be modified</div> <div>d) 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).</div> <div>e) Observe conventions of capitalization, punctuation, and spelling when writing.</div> <div>f) Capitalize holidays, product names, and geographic names.</div> <div>g) Use commas in greetings and closings of letters.</div> <div>h) Use an apostrophe to form contractions and frequently occurring possessives.</div> <div>i) Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</div> <div>j) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</div> | | CLUSTER | <div>1. Demonstrate understandings of standard</div> <div>2. English grammar and usage when communicating.</div> <div>3. Write* all upper-case letters of the alphabet.</div> <div>4. Write* 14 lower-case letters of the alphabet.</div> <div>5. Use common nouns in singular and plural forms</div> <div>6. Use personal pronouns.</div> <div>7. Use common past tense verbs (e.g., went, ate, did, saw, was).</div> <div>8. Apply knowledge of letter-sound relationships in spelling, by representing initial sounds in words.</div> | | <p>Concept: <i>It matters which words and letters you choose when communicating.</i></p> <p>Skills: Write* all upper case letters, write* 14 lower case letters, use common nouns in singular and plural form, use personal pronouns, use common past tense verbs, write* initial sounds in words</p> <p>Big Idea: Communication involves choosing the right words and using the right letters to spell those words.</p> <p>Essential Questions: What sound do I hear at the beginning of the word I want to write? How do I write that letter? What do I call that person, place or thing? What if there is more than one? What do I call myself? What do I call that person? How do I tell what happened? How do I tell what I did?</p> | |

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2nd GRADE ENGLISH/LANGUAGE ARTS

LANGUAGE

| COMMON CORE STANDARDS | | ESSENCE | EXTENDED COMMON CORE | | GUIDANCE | UNPACKING THE EXTENDED STANDARDS | |
|-----------------------|---|----------------------------|-----------------------|---|----------|---|--|
| Knowledge of Language | | Acquire and use vocabulary | Knowledge of Language | | | Knowledge of Language | |
| CLUSTER | <div>1. 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.</div> <div>2. Use sentence-level context as a clue to the meaning of a word or phrase.</div> <div>3. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</div> <div>4. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</div> <div>5. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</div> <div>6. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</div> <div>7. Demonstrate understanding of word relationships and nuances in word meanings.</div> <div>8. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</div> <div>9. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).<div>a) 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).</div></div> | | CLUSTER | <div>1. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.</div> <div>2. Choose from an array of familiar words to complete sentences read aloud by an adult.</div> <div>3. Demonstrate understanding of word relationships.</div> <div>4. Identify words that are opposites (e.g., hot/cold, big/little).</div> <div>5. Sort words into meaning based categories (e.g., foods, animals, places).</div> <div>6. Identify the function of common nouns (e.g., fork /eat).</div> <div>7. Use words and phrases acquired through interactions, being read to, and other forms of instruction.</div> | | <div>Concept: Words have meaning across context and in relation to one another.</div> <div>Skills: Use the context of a sentence to determine a missing word, identify opposites, sort words into meaning-based categories, identify the function of common objects, use newly acquired words across contexts, use newly acquired phrases across contexts</div> <div>Big Idea: Words are learned by relating them to other words in and across contexts.</div> <div>Essential Questions: What word fits in that sentence? What word do I know that makes sense here? How are these words alike? Which words are alike? What does this word mean? What word is the opposite of this word? What word do I know that I could use here?</div> | |

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2nd GRADE ENGLISH/LANGUAGE ARTS

LANGUAGE

| COMMON CORE STANDARDS | | ESSENCE | EXTENDED COMMON CORE | | UNPACKING THE EXTENDED STANDARDS |
|-----------------------|---|----------------------------|--|--------------------------------|---|
| CLUSTER | Vocabulary Acquisition and Use | Acquire and use vocabulary | CLUSTER | Vocabulary Acquisition and Use | Vocabulary Acquisition and Use |
| | <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>). <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>6. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>7. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes)</p> <p>8. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>9. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i>, <i>gigantic</i>) by defining or choosing them or by acting out the meanings.</p> | | <p>1) Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.</p> <p>2) Use context to choose from an array of familiar words the word that completes a sentence read aloud by an adult.</p> <p>3) With guidance and support from adults, explore word relationships.</p> <ol style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Identify attributes of familiar words (e.g., elephant is big; apple is red; dad is tall). Demonstrate understanding of simple opposites (e.g., hot/cold; day/night, big/little). Identify real-life connections between words and their use (e.g., hot, the stove is hot). <p>4) Use words appropriately across context</p> | GUIDANCE | <p>Concept: <i>Words and their relationships are learned through exploration and use across contexts.</i></p> <p>Skills: Working with an adult: Identify and use content specific vocabulary, determine the meaning of words within context, explore word attributes and relationships. Independently: Use words across contexts, use phrases across contexts.</p> <p>Big Idea: Words are related to each other and the context in which they are used.</p> <p>Essential Questions: What word do I need to use? Have I heard this word before? What word do I know that makes sense here? How are these words the same and different? What do I know about this word? How can I use this word to communicate? What words can I put together to communicate?</p> |

2nd Grade Mathematics
Operations and Algebraic Thinking

| Common Core State Standards | | Essence | Extended Common Core | |
|--|---|---|--|---|
| Represent and solve problems involving addition and subtraction. | | Use addition and subtraction to solve problems | Represent and solve problems involving addition and subtraction (0-30). | |
| Cluster | <ol style="list-style-type: none"> 1. 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. | | Cluster | <ol style="list-style-type: none"> 1. Use objects and representations to add and subtract groups of objects. 2. Use objects, representations and numerals to add and subtract within real life one-step story problems to at least 30. |
| Work with equal groups of objects to gain foundations for multiplication. | | Share fairly to create equal groups | Work with equal groups of objects to gain foundations for multiplication. | |
| Cluster | <ol style="list-style-type: none"> 2. 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. 3. 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. | | Cluster | <ol style="list-style-type: none"> 3. Share fairly collections of up to 20 items between 2-4 people. 4. Describe set as “same quantity” after breaking apart and re-assembling a given quantity (up to ten). 5. Determine whether two or more groups of objects (up to 20) has an odd or even number of members, e.g., by pairing objects; determine equivalent relationships, using the equal symbol (=). |

2nd Grade Mathematics Number and Operations in Base Ten

| Common Core State Standards | | Essence | Extended Common Core | |
|--|--|---|---|--|
| Understand place value. | | Understand place value in base ten | Understand place value. | |
| Cluster | <ol style="list-style-type: none"> 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. Understand the following as special cases: <ol style="list-style-type: none"> 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 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. | | Cluster | <ol style="list-style-type: none"> Count (0-30) by indicating one object at a time (one-to-one tagging) using one counting word for every object (synchrony), while keeping track of objects that have and have not been counted. Write or use an alternative pencil to write numbers 0-30. Use a number line (0-30) to determine the number before and after (1 more and 1 less). Use number word (0-30) of last object counted in a set, to name the total number of objects in the set when asked, “How many?” (Cardinality). Illustrate whole numbers to 30 using objects, representations and numbers. Compare sets of objects and numbers using appropriate vocabulary (more, less, equal, one more, one less, etc.). Determine how many more to ten. |
| Use place value understanding and properties of operations to add and subtract. | | Adding and subtracting | Use place value understanding to add and subtract. | |
| Cluster | <ol style="list-style-type: none"> 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. 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. | | Cluster | <ol style="list-style-type: none"> Use part-part-whole relationships (including 2 or more parts) to compose and decompose numbers. Compare numbers (0-30) in relationship to benchmark number 10. Use objects, representations and numbers (0-30) to add and subtract. Use objects and representations (0-30) to add and subtract groups using real life story problems. |

| 2 nd Grade Mathematics Measurement and Data | | | | |
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| Common Core State Standards | | Essence | Extended Common Core | |
| Measure and estimate lengths in standard units. | | Measure using nonstandard units | Measure lengths in non-standard units. | |
| Cluster | <ol style="list-style-type: none"> 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2. 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. 3. Estimate lengths using units of inches, feet, centimeters, and meters. 4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. | | Cluster | <ol style="list-style-type: none"> 1. Use nonstandard units to compare length of objects. |
| Relate addition and subtraction to length. | | Relate addition to length | Relate addition to length. | |
| Cluster | <ol style="list-style-type: none"> 5. 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. 6. 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 on a number line diagram. | | Cluster | <ol style="list-style-type: none"> 2. Add the number of same units to determine the length of a given object. |

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| Work with time and money. | | Use of time and money concepts | Work with time and money. | |
| Cluster | 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i> | | Cluster | 3. Use the names of the days of the week to describe when personal activities will occur. 4. Use a calendar to mark differences between a day and a week. 5. Use a half day schedule to keep track of events with modeling. 6. Solve word problems using one dollar bills or pennies. |
| Represent and interpret data. | | Represent and interpret data | Represent and interpret data. | |
| Cluster | 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 problems ¹⁰ using information presented in a bar graph. | | Cluster | 7. Organize and represent data using concrete objects to create picture graphs. 8. Interpret collected data to determine the answer to the question posed. |

| 2 nd Grade Mathematics Geometry | | | |
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| Common Core State Standards | | Essence | Extended Common Core |
| Reason with shapes and their attributes. | | Measure using nonstandard units | Reason with shapes and their attributes (circles, rectangles, squares and triangles). |
| Cluster | <ol style="list-style-type: none"> 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. 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 <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, 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. | | <ol style="list-style-type: none"> 1. Use shape names to describe shapes. 2. Match same shapes with different orientation. 3. Identify shapes larger and smaller than model as same shape. 4. Use shapes separately, to make a picture. 5. Match 2 halves of a shape to create whole shape. |