

Second Grade 2008-2009 Standards

For ELA standards:

The teacher should continue to address earlier indicators as they apply to more difficult texts. Instructional baseline expectations are not intended to be all-inclusive documents.

READING: Understanding and Using Literary Texts

Standard 2-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade two read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: historical fiction, contemporary realistic fiction, picture books, folktales, fables, tall tales, and fantasy. In the category of **literary nonfiction**, they read autobiographical and biographical sketches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, and free verse.

- 2-1.1 Analyze the details that support the expression of the main idea in a given literary text.
- 2-1.2 Analyze a given literary text to make, revise, and confirm predictions.
- 2-1.3 Analyze the text to determine the narrator.
- 2-1.4 Find examples of devices of figurative language (including simile) and sound devices (including onomatopoeia and alliteration).
- 2-1.5 Analyze a narrative text to identify characters, setting, and plot.
- 2-1.6 Explain the effect of the author's craft (for example, word choice and the use of repetition) on the meaning of a given literary text.
- 2-1.7 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).
- 2-1.8 Classify works of fiction (including fables, tall tales, and folktales) by characteristics.
- 2-1.9 Classify works of nonfiction (including biographies) by characteristics.
- 2-1.10 Explain cause-and-effect relationships in literary texts.
- 2-1.11 Read independently for extended periods of time for pleasure.

READING: Understanding and Using Informational Texts

Standard 2-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade two read **informational (expository/persuasive/argumentative) texts** of the following types: informational trade books, textbooks, magazine articles. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts.

- 2-2.1 Analyze the central idea and supporting evidence in an informational text during classroom discussion.
- 2-2.2 Analyze informational texts to draw conclusions and make inferences during classroom discussions.
- 2-2.3 Distinguish between facts and opinions in informational texts.
- 2-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).

- 2-2.5 Use headings, subheadings, and print styles (for example, italics, bold, larger type) to gain information.
- 2-2.6 Use graphic features (for example, illustrations, graphs, charts, maps, and diagrams) as sources of information.
- 2-2.7 Use functional text features (including tables of contents and glossaries) as sources of information.
- 2-2.8 Explain cause-and-effect relationships in informational texts.
- 2-2.9 Read independently for extended periods of time to gain information.

READING: Understanding and Using Informational Texts

Standard 2-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators for this standard in kindergarten through grade two focus on beginning reading skills and strategies and support the five components—comprehension, fluency, phonemic awareness, phonics, and vocabulary—delineated by the National Reading Panel as central to a child's learning to read. These indicators will be assessed by the classroom teacher. At second grade, the five components are supported. However, the comprehension component is specifically addressed under standards 1 and 2. Phonemic awareness, although not explicitly stated, should be addressed with individual students as needed.

VOCABULARY DEVELOPMENT

- 2-3.1 Use context clues to determine the meaning of unfamiliar words.
- 2-3.2 Construct meaning through a knowledge of base words, prefixes (including *un-*, *re-*, *pre-*, *bi-*, *mis-*, *dis-*) and suffixes (including *-er*, *-est*, *-ful*) in context.

baseline expectations:	Kindergarten	Grade 1	Grade 2
Prefixes			un-, re-, pre-, bi-, mis-, dis-
Use any base word students are studying.			
Suffixes	-s, -ing	-s, -es, -ing, -ed, -er, -est	-er, -est, -ful

2-3.3 Recognize high-frequency words in context

always	call	first	many	sister	thing	why
around	children	five	off	sit	trip	wish
because	cold	found	only	sleep	truck	won't
been	dear	gave	or	small	upon	work
before	didn't	goes	pull	sunny	us	would
best	does	green	rain	teacher	use	write
both	don't	his	read	tell	very	your
brother	family	its	right	their	wash	
buy	fast	made	sing	these	which	

- 2-3.4 Identify idioms in context.
- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.
- 2-3.6 Use knowledge of individual words to determine the meaning of compound words.

FLUENCY

- 2-3.7 Use appropriate rate, word automaticity, phrasing, and expression to read fluently.

PHONICS

- 2-3.8 Use knowledge of spelling patterns and high-frequency words to read fluently.
- 2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).
- 2-3.10 Spell frequently used irregular words correctly (for example, *was, were, says, said, who, what, why*).
- 2-3.11 Spell basic short-vowel, long-vowel, *r-* controlled, and consonant-blend patterns correctly.
- 2-3.12 Spell high-frequency words.
- 2-3.13 Apply knowledge of alphabetizing a series of words to the second and third letters.

WRITING: Developing Written Communications

Standard 2-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

- 2-4.1 Generate ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).
- 2-4.2 Use complete sentences (including simple sentences with compound subjects and predicates) in writing.
- 2-4.3 Create a paragraph that follows a logical sequence (including a beginning, middle, and end) and uses transitional words.
- 2-4.4 Use grammatical conventions of Standard American English including

personal pronouns	common and proper nouns	singular and plural nouns	proper adjectives	conjunctions (<i>and, but, or</i>)
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Composite Writing Matrix

Grade Level	Conventions of Grammar	Mechanics of Editing	Revision and Organizational Strategies	Writing Products (Examples)
2	<ul style="list-style-type: none"> • personal pronouns • common and proper nouns • singular and plural nouns • proper adjectives • conjunctions (<i>and, but, or</i>) 	<p style="text-align: center;">Capitalization</p> <ul style="list-style-type: none"> • proper nouns • initials of a person’s name • courtesy titles (<i>Mr., Ms.</i>) • days of the week • months of the year • titles of books, poems, and songs <p style="text-align: center;">Punctuation</p> <ul style="list-style-type: none"> • apostrophes in contractions • commas in a series • commas in dates • quotation marks to show someone is speaking <p style="text-align: center;">Spelling</p> <ul style="list-style-type: none"> • words that do not fit regular spelling patterns (for example, <i>was, were, says, said</i>) • high-frequency words • basic short-vowel, long-vowel, <i>r-</i> controlled, and consonant-blend patterns 	<ul style="list-style-type: none"> • word choice • logical progression of ideas • use of simple sentences with compound subjects and predicates • paragraphs that follow a logical sequence (beginning, middle, and end) • use of transitional words • quality of voice 	<p>Narrative writing</p> <ul style="list-style-type: none"> • stories • journal entries <p style="text-align: center;">Writing to describe</p> <ul style="list-style-type: none"> • objects • people • places • events <p style="text-align: center;">Writing to entertain</p> <ul style="list-style-type: none"> • rhymes • poems • songs <p style="text-align: center;">Writing to communicate</p> <ul style="list-style-type: none"> • directions • instructions

- 2-4.5 Revise the organization and development of content and the quality of voice in written works.
- 2-4.6 Edit for the correct use of written Standard American English including
- capitalization
 - proper nouns
 - initials of a person's name
 - courtesy titles (*Mr.*, *Ms.*)
 - days of the week
 - months of the year
 - titles of books, poems, and songs
 - punctuation
 - apostrophes in contractions
 - commas in a series
 - commas in dates
 - quotation marks to show someone is speaking
 - spelling
 - words that do not fit regular spelling patterns (for example, *was*, *were*, *says*, *said*)
 - high-frequency words
 - basic short-vowel, long-vowel, *r*- controlled, and consonant-blend patterns
- 2-4.7 Use appropriate spacing between words when writing on a page.
- 2-4.8 Use correct letter formation when using manuscript or cursive writing.

WRITING: Producing Written Communications in a Variety of Forms

Standard 2-5 The student will write for a variety of purposes and audiences.

- 2-5.1 Create written communications (for example, directions and instructions) to inform a specific audience.
- 2-5.2 Create narratives (for example, stories and journal entries) that follow a logical sequence of events.
- 2-5.3 Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses.
- 2-5.4 Create written pieces (for example, rhymes, poems, and songs) to entertain others.

RESEARCHING: Applying the Skills of Inquiry and Oral Communication

Standard 2-6 The student will access and use information from a variety of sources.

- 2-6.1 Generate *how* and *why* questions about a topic of interest.
- 2-6.2 Use a variety of print sources (for example, books, pictures, charts, graphs, diagrams, and picture dictionaries) and nonprint sources to access information.
- 2-6.3 Create categories (for example, solids and liquids) to classify information.
- 2-6.4 Use the Internet with the aid of a teacher.
- 2-6.5 Use Standard American English when appropriate in conversations and discussions.
- 2-6.6 Follow multistep directions.

**SOUTH CAROLINA
GRADE 2 SCORING RUBRIC
EXTENDED RESPONSE**

Score	Content/Development	Audience Awareness	Conventions
3	<ul style="list-style-type: none"> • Clear ideas related to topic • Ideas supported by details or reasons • Logical progression of ideas from beginning, to middle, to end 		
2	<ul style="list-style-type: none"> • Simple ideas related to the topic • Ideas supported by few details or reasons • Uneven or somewhat random progression of ideas from beginning, to middle, to end 	<ul style="list-style-type: none"> • Awareness of audience/task • Varied language and sentence patterns • Appropriate use of word combinations and word choices 	<ul style="list-style-type: none"> • Acceptable control of grammar, capitalization, punctuation, and spelling (including phonetic and invented spelling) • Errors do not interfere with the communication of ideas
1	<ul style="list-style-type: none"> • Ideas and meaning not clear • Minimal details or unrelated ideas • Illogical presentation of ideas 	<ul style="list-style-type: none"> • Little awareness of an audience/task • Simple language and sentence patterns • Repetitive or confusing word combinations and word choices 	<ul style="list-style-type: none"> • Unacceptable control of grammar, capitalization, punctuation, and spelling (including phonetic and invented spelling) • Errors interfere with the communication of ideas

0 points for:

- no response
- insufficient writing
- off topic
- illegible/incoherent

PACT Editing Reminders:

- Write interesting and clear ideas.
- Use details and descriptions.
- Write a beginning, middle, and end.
- Stay on topic.
- Check spelling.
- Check punctuation.
- Check for correct use of capital letters.

Greenville County Schools
Writing Program for Second Grade

<p>Personal Writing</p> <ul style="list-style-type: none"> • Journal Writing Response Journal Learning Log • How-To Paragraphs • Memoir* <p>Real World Application</p> <ul style="list-style-type: none"> • Letter Writing* Invitation • Science Observations • Writing Directions <p>Research</p> <ul style="list-style-type: none"> • Report* Multiple paragraphs Illustration/Diagram 2 sources • Research Paragraph <p>Literary Models</p> <ul style="list-style-type: none"> • Poetry Acrostic Poem-phrases for each letter Cinquain Diamante Haiku Couplets Free Verse • Fairy Tale Script* 	<p>The Five Cycles of Writing Instruction</p>
	<p>Cycle 1: Self-selected Writing</p> <p>Students will self-select a topic. Students are willing to write. Students share their writing with their peers.</p>
	<p>Cycle 2: Process Writing</p> <p>(Prewriting, Drafting, Editing, and Publishing)</p> <p>Students will self-select topics. Students will plan their writing. Students will draft, edit, conference, and publish.</p>
	<p>Cycle 3: Process Writing</p> <p>(Prewriting, Drafting, Revising, Editing, and Publishing)</p> <p>Students will self-select topics. Students will plan their writing. Students will draft, revise, edit, conference, and publish.</p>
	<p>Cycle 4: Process Writing Specific Genres</p> <p>(Prewriting, Drafting, Revising, Editing and Publishing)</p> <p>Students will self-select or will be given a topic. Students will plan for a specific genre. Students will draft, revise, edit, conference, and publish.</p>
	<p>Cycle 5: Single Draft Focused Writing</p> <p>(Teaching students how to address a prompt)</p> <p style="text-align: center;"><u>Prewriting Phase</u></p> <p>Step 1: Teacher or review background knowledge for the prompt. Step 2: Present prompt and answer students' questions about it. Step 3: Have students engage in inquiry or research. <i>(Optional)</i> Step 4: Have students individually plan their writing.</p> <p style="text-align: center;"><u>Writing Phase</u></p> <p>Step 5: Have students write first drafts.</p> <p style="text-align: center;"><u>Sharing Phase (Optional)</u></p> <p>Step 6: Have each student share her first draft with at least one other student.</p>

The Writing Process

Prewriting

- Select a topic.
- Brainstorm a list of related words.
- Organize your information.

Drafting

- Stay focused on your topic.
- Use your organization plan.
- Add details.
- Select good transitions.
- Select descriptive words.

Revising

- Are your ideas in a good order?
- Do you have enough details?
- Are you details related to the topic?
- Have you selected "strong" words?
- Do you have a variety of "sentence beginnings?"
- Do you have a variety of sentence structures?

Editing

- Are all your words spelled correctly?
- Are all your Word Wall words spelled correctly?
- Do all your sentences begin with capital letters?
- Do all your sentences end with correct punctuation?

Publishing

- Did you create a good title?
- Did you use your best handwriting?
- If you used illustrations, do they match your story?

Mathematical Processes

Standard 2-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

- 2-1.1 Apply substantive mathematical problem-solving strategies.
- 2-1.2 Generate conjectures and exchange mathematical ideas.
- 2-1.3 Explain and justify answers to simple problems.
- 2-1.4 Analyze patterns by reasoning systematically.
- 2-1.5 Generalize mathematical concepts.
- 2-1.6 Use a variety of forms of mathematical communication.
- 2-1.7 Generalize connections among mathematics, the environment, and other subjects.
- 2-1.8 Use multiple informal representations to convey mathematical ideas.

Number and Operations

Standard 2-2: The student will demonstrate through the mathematical processes an understanding of the base-ten numeration system; place values; and accurate, efficient, and generalizable methods of adding and subtracting whole numbers.

- 2-2.1 Generate estimation strategies to determine the approximate number of objects in a set of no more than 1,000 objects.
- 2-2.2 Represent quantities in word form through *twenty*.
- 2-2.3 Represent multiples of ten in word form through *ninety*.
- 2-2.4 Compare whole-number quantities through 999 by using the terms *is less than*, *is greater than*, and *is equal to* and the symbols $<$, $>$, and $=$.
- 2-2.5 Interpret models of equal grouping (multiplication) as repeated addition and arrays.
- 2-2.6 Interpret models of sharing equally (division) in as repeated subtraction and arrays.
- 2-2.7 Generate strategies to add and subtract pairs of two-digit whole numbers with regrouping.
- 2-2.8 Generate addition and subtraction strategies to find missing addends and subtrahends in number combinations through 20.
- 2-2.9 Generate strategies to round numbers through 90 to the nearest 10.
- 2-2.10 Analyze the magnitude of digits through 9,999 on the basis of their place values.

Algebra

Standard 2-3: The student will demonstrate through the mathematical processes an understanding of numeric patterns and quantitative and qualitative change.

- 2-3.1 Analyze numeric patterns in skip counting that uses the numerals 1 through 10.
- 2-3.2 Translate patterns into rules for simple multiples.
- 2-3.3 Analyze relationships to complete and extend growing and repeating patterns involving numbers, symbols, and objects.
- 2-3.4 Identify quantitative and qualitative change over time.
- 2-3.5 Analyze quantitative and qualitative change over time.

Geometry

Standard 2-4: The student will demonstrate through the mathematical processes an understanding of basic spatial reasoning and the connection between the identification of basic attributes and the classification of three-dimensional shapes.

- 2-4.1 Analyze the three-dimensional shapes spheres, cubes, cylinders, prisms, pyramids, and cones according to the number and shape of the faces, edges, corners, and bases of each.
- 2-4.2 Identify multiple lines of symmetry.
- 2-4.3 Predict the results of combining and subdividing polygons and circles.

Measurement

Standard 2-5: The student will demonstrate through the mathematical processes an understanding of the value of combinations of coins and bills and the measurement of length, weight, time, and temperature.

- 2-5.1 Use a counting procedure to determine the value of a collection of coins and bills.
- 2-5.2 Use coins to make change up to one dollar.
- 2-5.3 Use appropriate tools to measure objects to the nearest whole unit: measuring length in centimeters, feet, and yards; measuring liquid volume in cups, quarts, and gallons; measuring weight in ounces and pounds; and measuring temperature on Celsius and Fahrenheit thermometers.
- 2-5.4 Generate common measurement referents for feet, yards, and centimeters.
- 2-5.5 Use common measurement referents to make estimates in feet, yards, and centimeters.
- 2-5.6 Predict whether the measurement will be greater or smaller when different units are used to measure the same object.
- 2-5.7 Use analog and digital clocks to tell and record time to the nearest quarter hour and to the nearest five-minute interval.
- 2-5.8 Match *a.m.* and *p.m.* to familiar situations.
- 2-5.9 Recall equivalencies associated with length and time: 12 inches = 1 foot, 3 feet = 1 yard, 60 minutes = 1 hour, and 24 hours = 1 day.

Data Analysis and Probability

Standard 2-6: The student will demonstrate through the mathematical processes an understanding of creating questions to collect data, organizing data, describing trends of a data set, and making predictions based on data.

- 2-6.1 Create survey questions to collect data.
- 2-6.2 Organize data in charts, pictographs, and tables.
- 2-6.3 Infer trends in a data set as increasing, decreasing, or random.
- 2-6.4 Predict on the basis of data whether events are *more likely* or *less likely* to occur.

Scientific Inquiry

Standard 2-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

- 2-1.1 Carry out simple scientific investigations to answer questions about familiar objects and events.
- 2-1.2 Use tools (including thermometers, rain gauges, balances, and measuring cups) safely, accurately, and appropriately when gathering specific data in US customary (English) and metric units of measurement.
- 2-1.3 Represent and communicate simple data and explanations through drawings, tables, pictographs, bar graphs, and oral and written language.
- 2-1.4 Infer explanations regarding scientific observations and experiences.
- 2-1.5 Use appropriate safety procedures when conducting investigations.

Animals (Life Science)

Standard 2-2: The student will demonstrate an understanding of the needs and characteristics of animals as they interact in their own distinct environments.

- 2-2.1 Recall the basic needs of animals (including air, water, food, and shelter) for energy, growth, and protection.
- 2-2.2 Classify animals (including mammals, birds, amphibians, reptiles, fish, and insects) according to their physical characteristics.
- 2-2.3 Explain how distinct environments throughout the world support the life of different types of animals.
- 2-2.4 Summarize the interdependence between animals and plants as sources of food and shelter.
- 2-2.5 Illustrate various life cycles of animals (including birth and stages of development).

Weather (Earth Science)

Standard 2-3: The student will demonstrate an understanding of daily and seasonal weather conditions.

- 2-3.1 Explain the effects of moving air as it interacts with objects.
- 2-3.2 Recall weather terminology (including temperature, wind direction, wind speed, and precipitation as rain, snow, sleet, and hail).
- 2-3.3 Illustrate the weather conditions of different seasons.
- 2-3.4 Carry out procedures to measure and record daily weather conditions (including temperature, precipitation amounts, wind speed as measured on the Beaufort scale, and wind direction as measured with a windsock or wind vane).
- 2-3.5 Use pictorial weather symbols to record observable sky conditions.
- 2-3.6 Identify safety precautions that one should take during severe weather conditions.

Properties and Changes in Matter

Standard 2-4: The student will demonstrate an understanding of the properties of matter and the changes that matter undergoes. (Physical Science)

2-4.1 Recall the properties of solids and liquids.

2-4.2 Exemplify matter that changes from a solid to a liquid and from a liquid to a solid.

2-4.3 Explain how matter can be changed in ways such as heating or cooling, cutting or tearing, bending or stretching.

2-4.4 Recognize that different materials can be mixed together and then separated again.

Magnetism

Standard 2-5: The student will demonstrate an understanding of force and motion by applying the properties of magnetism. (Physical Science)

2-5.1 Use magnets to make an object move without being touched.

2-5.2 Explain how the poles of magnets affect each other (that is, they attract and repel one another).

2-5.3 Compare the effect of magnets on various materials.

2-5.4 Identify everyday uses of magnets.

Communities Here and across the World

H= history G= geography P = political science/government E = economics

Standard 2-1: The student will demonstrate an understanding of cultural contributions made by people from the various regions of the United States.

- 2-1.1 Recognize the basic elements that make up a cultural region in the United States, including language, customs, and economic activities. (G, H, E, P)
- 2-1.2 Compare the historic traditions, customs, and cultures of various regions in the United States, including how traditions are passed between and among generations. (G, H)
- 2-1.3 Summarize the cultural contributions of Native American nations, African Americans, and immigrant groups in different regions of the United States. (G, H)
- 2-1.4 Recall stories and songs about regional folk figures who have contributed to the development of the cultural history of the United States, including Pecos Bill, Brer Rabbit, Paul Bunyan, Davy Crockett, and John Henry. (G, H)

Standard 2-2: The student will demonstrate an understanding of the local community and the way it compares with other communities in the world.

- 2-2.1 Locate on a map the places and features of the local community, including the geographic features (e.g., parks, water features) and the urban, suburban, and rural areas. (G)
- 2-2.2 Recognize characteristics of the local region, including its geographic features and natural resources. (G, E)
- 2-2.3 Summarize the roles of various workers in the community, including those who hold government jobs there. (E)
- 2-2.4 Summarize changes that have occurred in the life of the local community over time, including changes in the use of the land and in the way that people earn their living there. (G, E, H)
- 2-2.5 Compare the history and features of the local community with those of different communities around the world. (G)

Standard 2-3: The student will demonstrate an understanding of origins, structure, and functions of local government.

- 2-3.1 Recognize different types of local laws and those people who have the power and authority to enforce them. (P)
- 2-3.2 Identify the roles of leaders and officials in local government, including law enforcement and public safety officials. (P)
- 2-3.3 Explain the ways that local and state governments contribute to the federal system, including law enforcement and highway construction. (P)

Standard 2-4: The student will demonstrate an understanding of the division of the world geographically into continents and politically into nation-states.

2-4.1 Identify on a map the continents and the major nation-states of the world and distinguish between these two entities. (P, G)

2-4.2 Summarize how nation-states interact with one another in order to conduct trade. (P, H, E, G)

Standard 2-5: The student will demonstrate an understanding of trade and markets and the role of supply and demand in determining the price and allocation of goods within the community.

2-5.1 Identify examples of markets and price in the local community and explain the roles of buyers and sellers in creating markets and pricing. (E)

2-5.2 Summarize the concept of supply and demand and explain its effect on price. (E)

2-5.3 Recognize that people's choices about what they buy will determine what goods and services are produced. (E)

2-5.4 Identify the relationships between trade and resources both within and among communities, including natural, human, and capital resources. (E)