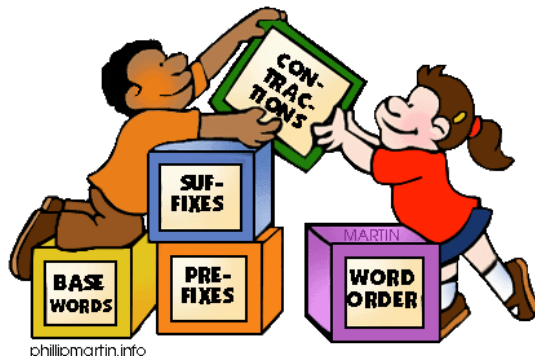
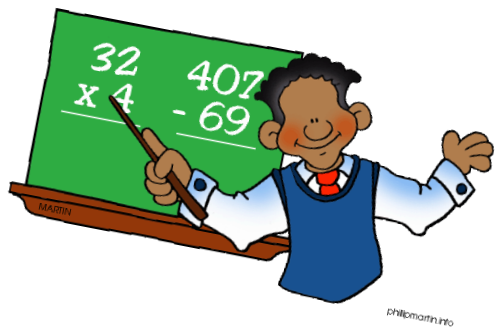
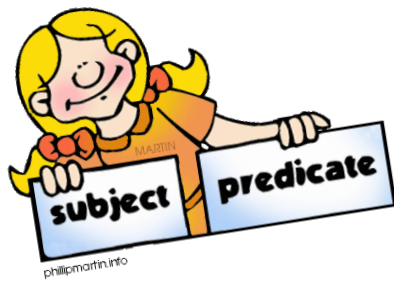


Second Grade

*Alabama College & Career Ready Standards for English/Language Arts and Mathematics



Summary of English/Language Arts Standards

Reading Standards for Informational Text and Literature

- ★ Ask and answer who, what, when, where, why and how questions about key details in text
- ★ Recount stories and determine their central message, lesson or moral
- ★ Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs
- ★ Describe how characters respond to major events or challenges
- ★ Describe the connections between a series of historical events, scientific ideas or concepts
- ★ Describe the overall structure of a story; Understand role and importance of beginning and ending
- ★ Compare and contrast texts on the same topic; Compare and contrast experiences of characters
- ★ Acknowledge differences in points of view of characters
- ★ Compare and contrast two or more versions of the same story
- ★ Compare and contrast the most important points presented by two texts on the same topic
- ★ Know and use various text features (captions, bold print, subheadings, glossaries, icons, etc)
- ★ Explain how specific images contribute to and clarify a text
- ★ Read and comprehend increasingly complex text

Foundational Skills

- ★ Know and apply grade-level phonics and word analysis skills in decoding words
- ★ Read with sufficient accuracy and fluency to support comprehension
- ★ Read grade-level text with purpose and understanding
- ★ Read orally with accuracy, appropriate rate, and expression on successive readings
- ★ Use context to confirm or self-correct; Reread as necessary

Writing Standards

- ★ Write opinion pieces introducing topic, providing reasons for opinions and closing section
- ★ Write informative texts with topic introduction, facts, definitions and a concluding statement
- ★ Write narratives recounting well-elaborated events, including details and providing closure
- ★ Strengthen writing through revision and editing; Use digital tools to produce and publish writing

Speaking and Listening Standards

- ★ Participate in conversations about Second Grade topics and texts; Seek to understand others
- ★ Follow agreed upon rules for discussions (listening to others with care, staying on topic, etc.)
- ★ Build on others' talk in conversations by linking comments to remarks of others
- ★ Ask and answer questions about what a speaker says in order to clarify or gather information
- ★ Create audio recordings of stories or poems; add visual displays to stories to clarify ideas

Language Standards

- ★ Demonstrate command of the conventions of standard English grammar and usage
- ★ Demonstrate command of the conventions of capitalization, punctuation and spelling when writing
- ★ Determine or clarify the meaning of unknown words by flexibly using Second Grade strategies
- ★ Demonstrate understanding of word relationships and nuances in word meaning

Summary of Mathematical Content Standards

The “What” our students will to learn

Operations and Algebraic Thinking

- ★ Use addition within 100 to solve one- and two-step problems with unknowns in all positions
- ★ Use subtraction within 100 to solve one- and two-step problems with unknowns in all positions
- ★ Fluently add and subtract within 20; Know from memory all sums of two one-digit numbers
- ★ Work with equal groups of objects to gain foundations for multiplication
- ★ Determine whether a group of up to 20 objects has an even or odd number of members
- ★ Write equal addend equations to express the total number of objects arranged in rectangular arrays

Numbers and Operations in Base Ten

- ★ Understand that the 3 digits of a three-digit number represent amounts of hundreds, tens and ones
- ★ Count within 1,000; Skip count by fives, tens and hundreds
- ★ Read and write numbers to 1,000 using base-ten numerals, number names and expanded form
- ★ Compare three-digit numbers using $<$, $=$ and $>$ symbols to record comparisons
- ★ Use understanding of place value and number properties to add and subtract
- ★ Fluently add and subtract within 100 using knowledge of place value and properties of operations
- ★ Add up to 4 two-digit numbers using strategies based on place value and properties of operations
- ★ Add and subtract within 1,000 using concrete models or drawings and strategies
- ★ Explain why addition/subtraction strategies work, using place value and properties of operations

Measurement and Data

- ★ Measure and estimate lengths in standard units including inches, feet, centimeters and meters
- ★ Measure the length of an object by selecting and using appropriate tools
- ★ Measure length of an object twice, using different units of lengths (such as inches and centimeters)
- ★ Measure to determine how much longer one object is than another
- ★ Relate addition and subtraction to length
- ★ Tell and write time from analog and digital clocks to the nearest 5 minutes, using a.m. and p.m.
- ★ Solve word problems involving dollar bills, quarters, nickels, dimes and pennies
- ★ Draw picture or bar graph to represent data with up to 4 categories
- ★ Solve addition, subtraction and comparison problems using information presented in a bar graph

Geometry

- ★ Recognize and draw shapes having specified attributes, such as a given number of angles or faces
- ★ Identify triangles, quadrilaterals, pentagons, hexagons and cubes
- ★ Partition a rectangle into rows and columns of same-size squares; Count to find total number of them
- ★ Partition circles and rectangles into 2, 3 or 4 equal shares; Use words halves, thirds and fourths

Summary of Mathematical Practice Standards

The “how” our students are demonstrating what they have learned.

1. Make sense of problems and persevere in solving them.

In second grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. They may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, —Does this make sense? They make conjectures about the solution and plan out a problem-solving approach.

2. Reason abstractly and quantitatively.

Younger students recognize that a number represents a specific quantity. They connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities. Second graders begin to know and use different properties of operations and relate addition and subtraction to length.

3. Construct viable arguments and critique the reasoning of others.

Second graders may construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They practice their mathematical communication skills as they participate in mathematical discussions involving questions like —How did you get that?, —Explain your thinking, and —Why is that true? They not only explain their own thinking, but listen to others’ explanations. They decide if the explanations make sense and ask appropriate questions.

4. Model with mathematics.

In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed.

5. Use appropriate tools strategically.

In second grade, students consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be better suited. For instance, second graders may decide to solve a problem by drawing a picture rather than writing an equation.

6. Attend to precision.

As children begin to develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and when they explain their own reasoning.

7. Look for and make use of structure.

Second graders look for patterns. For instance, they adopt mental math strategies based on patterns (making ten, fact families, doubles).

8. Look for and express regularity in repeated reasoning.

Students notice repetitive actions in counting and computation, etc. When children have multiple opportunities to add and subtract, they look for shortcuts, such as rounding up and then adjusting the answer to compensate for the rounding. Students continually check their work by asking themselves, —Does this make sense?