



## **SECOND GRADE**

### *Reading Standards for the Archdiocese of Detroit*

**\*Provide 3 dates for each standard**

| <b>Initial</b> | <b>Date(s)</b> | <b>LITERATURE</b>   |
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|                |                | <i>Key Ideas and Details</i>  |
|                |                | <b>RL.2.1</b> <ul style="list-style-type: none"><li>• Ask and answer questions such as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</li></ul>   |
|                |                | <b>RL.2.2</b> <ul style="list-style-type: none"><li>• Identify and describe a variety of narrative genre including: poetry, fantasy, legends, and drama.</li></ul>  |
|                |                | <b>RL.2.3</b> <ul style="list-style-type: none"><li>• Recount stories, including fables and folktales from diverse cultures, and determine author's purpose, central message, lesson, or moral.</li></ul>   |
|                |                | <b>RL.2.4</b> <ul style="list-style-type: none"><li>• Discuss and describe the similarities of plot and character in literature and other texts from around the world that have been recognized for quality and literary merit.</li></ul>               |
|                |                | <b>RL.2.5</b> <ul style="list-style-type: none"><li>• Describe how characters in a story respond to major events and challenges.</li></ul>  |
|                |                | <b>RL.3.6</b> <ul style="list-style-type: none"><li>• Activate prior knowledge.</li></ul>   |
|                |                | <b>RL.2.7</b> <ul style="list-style-type: none"><li>• Connect personal knowledge and experiences to ideas in text.</li></ul>  |
|                |                | <b>RL.2.8</b> <ul style="list-style-type: none"><li>• Make text-to-self and text-to-text connections and comparisons.</li></ul>   |
|                |                | <b>RL.2.9</b> <ul style="list-style-type: none"><li>• Map story elements across texts.</li></ul>  |
|                |                | <i>Craft and Structure</i>  |
|                |                | <b>RL.2.10</b> <ul style="list-style-type: none"><li>• Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</li></ul>  |
|                |                | <b>RL.2.11</b> <ul style="list-style-type: none"><li>• Describe the overall structure of a story, including describing how the beginning introduces the story, the ending concludes the action, and how each part relates to the whole story.</li></ul> |
|                |                | <b>RL.2.12</b> <ul style="list-style-type: none"><li>• Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li></ul>                                    |
|                |                | <i>Integration of Knowledge and Ideas</i>   |
|                |                | <b>RL.2.13</b> <ul style="list-style-type: none"><li>• Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li></ul>                                   |
|                |                | <b>RL.2.14</b> <ul style="list-style-type: none"><li>• Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</li></ul>  |
|                |                | <b>RL.2.15</b> <ul style="list-style-type: none"><li>• Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.</li></ul>                                     |
|                |                | <b>RL.2.16</b> <ul style="list-style-type: none"><li>• Self-monitor comprehension when reading grade level appropriate text.</li></ul>  |
|                |                | <b>RL.2.17</b> <ul style="list-style-type: none"><li>• Recognize when meaning is breaking down.</li></ul>   |
|                |                | <b>RL.2.18</b> <ul style="list-style-type: none"><li>• Use strategies to increase comprehension such as predictions, visualizing, asking questions, making inferences, rereading, and summarizing</li></ul>   |

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|  | <b>RL.2.19</b>                                       | <ul style="list-style-type: none"> <li>Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.</li> </ul>  |
|  | <b>RL.2.20</b>                                       | <ul style="list-style-type: none"> <li>Determine which resources contain appropriate information using teacher- and student- generated criteria.</li> </ul>   |
|  | <b>RL.2.21</b>                                       | <ul style="list-style-type: none"> <li>Discuss which comprehension strategies worked and did not work with moderate teacher guidance.</li> </ul>  |
|  | <b>RL.2.22</b>                                       | <ul style="list-style-type: none"> <li>Discuss most important ideas and themes in a text by use of graphic organizers to compare and contrast, paragraphs to indicate sequencing events</li> </ul>  |
|  | <b>RL.2.23</b>                                       | <ul style="list-style-type: none"> <li>Use context as a basis for predicting meaning of unfamiliar words.</li> </ul>  |
|  | <i>Range of Reading and Level of Text Complexity</i> |   |
|  | <b>RL.2.24</b>                                       | <ul style="list-style-type: none"> <li>By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grade 2-3 text complexity band proficiently with scaffolding as needed.</li> </ul>  |
|  | <b>INFORMATIONAL TEXT</b>                            |   |
|  | <i>Key Ideas and Details</i>                         |   |
|  | <b>RI.2.1</b>  | <ul style="list-style-type: none"> <li>Ask and answer questions such as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</li> </ul>  |
|  | <b>RI.2.2</b>  | <ul style="list-style-type: none"> <li>Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</li> </ul>  |
|  | <b>RI.2.3</b>  | <ul style="list-style-type: none"> <li>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures within a text.</li> </ul>  |
|  | <b>RI.2.4</b>  | <ul style="list-style-type: none"> <li>Activate prior knowledge.</li> </ul>   |
|  | <b>RI.2.5</b>  | <ul style="list-style-type: none"> <li>Connect personal knowledge and experiences to ideas in text.</li> </ul>  |
|  | <b>RI.2.6</b>  | <ul style="list-style-type: none"> <li>Make text-to-self and text-to-text connections and comparisons.</li> </ul>   |
|  | <i>Craft and Structure</i>                           |   |
|  | <b>RI.2.7</b>  | <ul style="list-style-type: none"> <li>Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</li> </ul>  |
|  | <b>RI.2.8</b>  | <ul style="list-style-type: none"> <li>Know and use the various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information within a text efficiently.</li> </ul>                                      |
|  | <b>RI.2.9</b>  | <ul style="list-style-type: none"> <li>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> </ul>   |
|  | <b>RI.2.10</b>                                       | <ul style="list-style-type: none"> <li>Ask and answer questions while reading.</li> </ul>   |
|  | <i>Integration of Knowledge and Ideas</i>            |   |
|  | <b>RI.2.11</b>                                       | <ul style="list-style-type: none"> <li>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> </ul>   |
|  | <b>RI.2.12</b>                                       | <ul style="list-style-type: none"> <li>Describe how the author supports specific points in a text.</li> </ul>   |
|  | <b>RI.2.13</b>                                       | <ul style="list-style-type: none"> <li>Compare and contrast the most important points presented by two texts on the same topic.</li> </ul>  |
|  | <i>Range of Reading and Level of Text Complexity</i> |   |
|  | <b>RI.2.14</b>                                       | <ul style="list-style-type: none"> <li>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high level of the grade 2-3 text complexity band proficiently with scaffolding as needed.</li> </ul> |
|  | <b>RI.2.15</b>                                       | <ul style="list-style-type: none"> <li>Engage in reading and writing during free time in school and at home.</li> </ul>   |

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|  |                | <b>FOUNDATIONAL SKILLS</b>   |
|  |                | <i>Phonics and Word Recognition</i>  |
|  | <b>RF.2.1</b>  | <ul style="list-style-type: none"> <li>Demonstrates phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion</li> </ul>   |
|  | <b>RF.2.2</b>  | <ul style="list-style-type: none"> <li>Know and apply grade-level phonics and word analysis skills in decoding words.</li> </ul>   |
|  | <b>RF.2.2a</b> | a. Distinguish long and short vowels when reading regularly spelled one-syllable words.  |
|  | <b>RF.2.2b</b> | b. Know spelling-sound correspondences for additional common vowel teams.  |
|  | <b>RF.2.2c</b> | c. Decode regularly spelled two-syllable words with long vowels.   |
|  | <b>RF.2.2d</b> | d. Decode words with common prefixes and suffixes.   |
|  |                | e. Decode words with irregular vowels, blends, digraphs, and compound words.   |
|  | <b>RF.2.2e</b> | f. Identify words with inconsistent but common spelling-sound correspondences.   |
|  | <b>RF.2.2f</b> | g. Recognize and read grade-appropriate irregular words.   |
|  | <b>RF.2.2g</b> | h. Homonyms/synonyms/antonyms  |
|  | <b>RF.2.3</b>  | <ul style="list-style-type: none"> <li>Recognize grade two frequently encountered words in print automatically whether encountered in connected text or in isolation.</li> </ul>   |
|  | <b>RF.2.4</b>  | <ul style="list-style-type: none"> <li>Use strategies to identify unknown words and construct meaning: reread a sentence or paragraph when meaning is unclear, use context as a basis for predicting meaning of unfamiliar words, increase bank of known sight words, use sub-vocalization to sound out unknown words.</li> </ul>                  |
|  |                | <i>Fluency</i>   |
|  | <b>RF.2.5</b>  | <ul style="list-style-type: none"> <li>Read with sufficient accuracy and fluency to support comprehension.</li> </ul>  |
|  | <b>RF.2.6a</b> | a. Read grade-level text with purpose and understanding.   |
|  | <b>RF.2.6b</b> | b. Read grade-level text orally with accuracy, appropriate rate, and expression, using punctuation and formatting clues.   |
|  | <b>RF.2.6c</b> | c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
|  | <b>RF.2.7</b>  | <ul style="list-style-type: none"> <li>Automatically recognize identified grade-level high frequency words whether encountered in or out of context.</li> </ul>  |
|  | <b>RF.2.8</b>  | <ul style="list-style-type: none"> <li>Use context clues, mental pictures, and questioning.</li> </ul>   |
|  | <b>RF.2.9</b>  | <ul style="list-style-type: none"> <li>Read aloud using intonation, pauses and emphasis.</li> </ul>  |
|  | <b>RF.2.10</b> | <ul style="list-style-type: none"> <li>Use punctuation cues (periods and question marks).</li> </ul>   |
|  |                | <b>WRITING</b>   |
|  |                | <b>Text Types and Purposes</b>   |
|  | <b>W.2.1</b>   | <ul style="list-style-type: none"> <li>Write opinion pieces which introduce the topic or book that is being written about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinions and reasons, and provide a concluding statement or section.</li> </ul> |
|  | <b>W.2.2</b>   | <ul style="list-style-type: none"> <li>Write informative/explanatory texts which introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</li> </ul>   |
|  | <b>W.2.3</b>   | <ul style="list-style-type: none"> <li>Write narratives including realistic fiction, fantasy, and/or a personal narrative which recounts a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, uses temporal words to signal event order, and provides a sense of closure.</li> </ul> |

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|  |  | <b>W.2.4</b>                                   | <ul style="list-style-type: none"> <li>Write poetry based on reading a wide variety of grade-level appropriate published poetry.</li> </ul>   |
|  |  | <b>W.2.5</b>                                   | <ul style="list-style-type: none"> <li>Write a prayer using sentences with drawings as support if needed.</li> </ul>  |
|  |  | <b>W.2.6</b>                                   | <ul style="list-style-type: none"> <li>Use a teacher-selected topic to: write two research questions, locate and begin to gather information from resources (electronic and/or print), organize information using key ideas; use the writing process to produce and present the final project.</li> </ul> |
|  |  | <b>PRODUCTION AND DISTRIBUTION OF WRITING</b>  |   |
|  |  | <b>W.2.7</b>                                   | <ul style="list-style-type: none"> <li>With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.</li> </ul>   |
|  |  | <b>W.2.8</b>                                   | <ul style="list-style-type: none"> <li>With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> </ul>  |
|  |  | <b>W.2.9</b>                                   | <ul style="list-style-type: none"> <li>Consider audience and purpose for writing.</li> </ul>  |
|  |  | <b>W.2.10</b>                                  | <ul style="list-style-type: none"> <li>Begin to use styles and patterns derived from studying authors.</li> </ul>   |
|  |  | <b>W.2.11</b>                                  | <ul style="list-style-type: none"> <li>Develop a plan for writing that may include graphic organizers that represent a specific organizational pattern: problem/solution, sequence, description, compare and contrast.</li> </ul>   |
|  |  | <b>W.2.12</b>                                  | <ul style="list-style-type: none"> <li>Write in first and third person based on genre type and purpose.</li> </ul>  |
|  |  | <b>W.2.13</b>                                  | <ul style="list-style-type: none"> <li>Build and demonstrate writing skills.</li> </ul>   |
|  |  | <b>RESEARCH TO BUILD and PRESENT KNOWLEDGE</b> |   |
|  |  | <b>W.2.14</b>                                  | <ul style="list-style-type: none"> <li>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).</li> </ul>  |
|  |  | <b>W.2.15</b>                                  | <ul style="list-style-type: none"> <li>Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>   |
|  |  | <b>HANDWRITING</b>                             |   |
|  |  | <b>W.2.16</b>                                  | <ul style="list-style-type: none"> <li>Fluently and legibly write upper and lower case manuscript letters</li> </ul>  |
|  |  | <b>W.2.17</b>                                  | <ul style="list-style-type: none"> <li>Recognize the upper and lower case cursive alphabet.</li> </ul>  |
|  |  | <b>SPEAKING AND LISTENING</b>                  |   |
|  |  | <i>Comprehension and Collaboration</i>         |   |
|  |  | <b>SL.2.1</b>                                  | <ul style="list-style-type: none"> <li>Participate in collaborative conversations with partners about topics and texts in small and larger groups.</li> </ul>   |
|  |  | <b>SL.2.1a</b>                                 | <ol style="list-style-type: none"> <li>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)</li> </ol>  |
|  |  | <b>SL.2.1b</b>                                 | <ol style="list-style-type: none"> <li>Build on oral conversations by linking their comments to the remarks of others.</li> </ol>   |
|  |  | <b>SL.2.1c</b>                                 | <ol style="list-style-type: none"> <li>Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ol>  |
|  |  | <b>SL.2.2</b>                                  | <ul style="list-style-type: none"> <li>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> </ul>   |
|  |  | <b>SL.2.3</b>                                  | <ul style="list-style-type: none"> <li>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.</li> </ul>   |
|  |  | <b>SL.2.4</b>                                  | <ul style="list-style-type: none"> <li>Give, restate, and follow three- and four-step directions.</li> </ul>  |

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|  | <b>SL.2.5</b>                              | <ul style="list-style-type: none"> <li>Select, listen to, view and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</li> </ul>  |
|  | <b>SL.2.6</b>                              | <ul style="list-style-type: none"> <li>Distinguish between fact and opinion (advertising hype, propaganda).</li> </ul>  |
|  | <b>PRESENTATION OF KNOWLEDGE AND IDEAS</b> |   |
|  | SL.2.7                                     | <ul style="list-style-type: none"> <li>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly with appropriate tone of voice and intonation patterns while using coherent sentences.</li> </ul> |
|  | SL.2.8                                     | <ul style="list-style-type: none"> <li>Use more complex conjunctions (although, instead of, so that), and appropriate grammar while speaking.</li> </ul>  |
|  | SL.2.9                                     | <ul style="list-style-type: none"> <li>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.</li> </ul>                     |
|  | SL.2.10                                    | <ul style="list-style-type: none"> <li>Begin discerning appropriate viewing habits (ie. Social media, TV, internet)that are in line with Catholic teaching.</li> </ul>  |
|  | SL.2.11                                    | <ul style="list-style-type: none"> <li>Produce complete sentences when appropriate to task and situation in order to prove requested detail or clarification.</li> </ul>  |
|  | SL.2.12                                    | <ul style="list-style-type: none"> <li>Explore and use language to communicate effectively with a variety of audiences and for different purposes: questions and answers, discussions, social interactions, prayer.</li> </ul>                            |
|  | SL.2.13                                    | <ul style="list-style-type: none"> <li>Be aware that language is to be used in appropriate and respectful ways.</li> </ul>  |
|  | SL.2.14                                    | <ul style="list-style-type: none"> <li>Understand how the source of the message affects the receiver’s response (student/student, student/teacher, student/parent).</li> </ul>  |
|  | SL.2.15                                    | <ul style="list-style-type: none"> <li>Use effective and respectful listening and viewing behaviors in large and small group settings.</li> </ul>   |
|  | <b>ORAL PRAYER</b>                         |   |
|  | <b>SL.2.16</b>                             | <ul style="list-style-type: none"> <li>Engage in daily spoken prayers while maintaining appropriate posture and eye contact.</li> </ul>   |
|  | <b>LANGUAGE</b>                            |   |
|  | <i>Conventions of Standard English</i>     |   |
|  | <b>L.2.1</b>                               | <ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>  |
|  | <b>L.2.1a</b>                              | a. Use collective nouns (e.g., <i>group</i> )   |
|  | <b>L.2.1b</b>                              | b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> )   |
|  | <b>L.2.1c</b>                              | c. Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).  |
|  | <b>L.2.1d</b>                              | d. Form and use the past tense of frequently occurring irregular verbs e.g., <i>sat, hit, told</i> ).   |
|  | <b>L.2.1e</b>                              | e. Use adjectives and adverbs, and choose between them depending on what is to be modified.   |
|  | <b>L.2.1f</b>                              | f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).   |
|  | <b>L.2.2</b>                               | <ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>  |
|  | <b>L.2.2a</b>                              | a. Capitalize holidays, product names, and geographic names.  |
|  | <b>L.2.2b</b>                              | b. Use commas in greetings and closing of letters.  |
|  | <b>L.2.2c</b>                              | c. Use an apostrophe to form contractions and frequently occurring possessives.   |

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|  | <b>L.2.2d</b>                          | d. Generalize learned spelling patterns when writing words (e.g., <i>cage/badge; boy/boil</i> ).  |
|  | <b>L.2.2e</b>                          | e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.   |
|  | <b>KNOWLEDGE OF LANGUAGE</b>           |   |
|  | <b>L.2.3</b>                           | • Demonstrate knowledge of language and its conventions when writing, speaking, reading, or listening.  |
|  | <b>L.2.3a</b>                          | a. Compare formal and informal uses of English.   |
|  | <b>VOCABULARY ACQUISITIONS AND USE</b> |   |
|  | <b>L.2.4</b>                           | • 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.   |
|  | <b>L.2.4a</b>                          | a. Use sentence-level context as a clue to the meaning of a word or phrase.   |
|  | <b>L.2.4b</b>                          | b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy; tell/retell</i> ).  |
|  | <b>L.2.4c</b>                          | c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition/additional</i> ).  |
|  | <b>L.2.4d</b>                          | d. Use knowledge of the meaning of individual words to predict the meaning of compound words.   |
|  | <b>L.2.4e</b>                          | e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words.   |
|  | <b>L.2.5</b>                           | • Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  |
|  | <b>L.2.5a</b>                          | a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i> ).   |
|  | <b>L.2.5b</b>                          | b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).   |
|  | <b>L.2.6</b>                           | • 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., <i>When other kids are happy that makes me happy</i> ). |
|  | <b>L.2.7</b>                           | • For less frequently used words, students will use structural cues and environmental sources (word walls, word lists).   |



## **SECOND GRADE**

### *Reading Standards for the Archdiocese of Detroit*

#### **Literature**

##### *Key Ideas and Details*

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| <b>RL.2.1</b> | <ul style="list-style-type: none"><li>• Ask and answer questions such as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</li></ul>                                |
| <b>RL.2.2</b> | <ul style="list-style-type: none"><li>• Identify and describe a variety of narrative genre including: poetry, fantasy, legends, and drama.</li></ul>  |
| <b>RL.2.3</b> | <ul style="list-style-type: none"><li>• Recount stories, including fables and folktales from diverse cultures, and determine author's purpose, central message, lesson, or moral.</li></ul>                                 |
| <b>RL.2.4</b> | <ul style="list-style-type: none"><li>• Discuss and describe the similarities of plot and character in literature and other texts from around the world that have been recognized for quality and literary merit.</li></ul> |
| <b>RL.2.5</b> | <ul style="list-style-type: none"><li>• Describe how characters in a story respond to major events and challenges.</li></ul>  |
| <b>RL.3.6</b> | <ul style="list-style-type: none"><li>• Activate prior knowledge.</li></ul>   |
| <b>RL.2.7</b> | <ul style="list-style-type: none"><li>• Connect personal knowledge and experiences to ideas in text.</li></ul>  |
| <b>RL.2.8</b> | <ul style="list-style-type: none"><li>• Make text-to-self and text-to-text connections and comparisons.</li></ul>   |
| <b>RL.2.9</b> | <ul style="list-style-type: none"><li>• Map story elements across texts.</li></ul>  |

##### *Craft and Structure*

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| <b>RL.2.10</b> | <ul style="list-style-type: none"><li>• Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</li></ul>  |
| <b>RL.2.11</b> | <ul style="list-style-type: none"><li>• Describe the overall structure of a story, including describing how the beginning introduces the story, the ending concludes the action, and how each part relates to the whole story.</li></ul> |
| <b>RL.2.12</b> | <ul style="list-style-type: none"><li>• Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li></ul>                                    |

##### *Integration of Knowledge and Ideas*

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| <b>RL.2.13</b> | <ul style="list-style-type: none"><li>• Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li></ul> |
| <b>RL.2.14</b> | <ul style="list-style-type: none"><li>• Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</li></ul>              |
| <b>RL.2.15</b> | <ul style="list-style-type: none"><li>• Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.</li></ul>   |
| <b>RL.2.16</b> | <ul style="list-style-type: none"><li>• Self-monitor comprehension when reading grade level appropriate text.</li></ul>  |
| <b>RL.2.17</b> | <ul style="list-style-type: none"><li>• Recognize when meaning is breaking down.</li></ul>   |
| <b>RL.2.18</b> | <ul style="list-style-type: none"><li>• Use strategies to increase comprehension such as predictions, visualizing, asking questions, making inferences, rereading, and summarizing</li></ul>           |
| <b>RL.2.19</b> | <ul style="list-style-type: none"><li>• Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.</li></ul>   |
| <b>RL.2.20</b> | <ul style="list-style-type: none"><li>• Determine which resources contain appropriate information using teacher- and</li></ul>   |

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|  | student- generated criteria.  |
| <b>RL.2.21</b>                                       | <ul style="list-style-type: none"> <li>Discuss which comprehension strategies worked and did not work with moderate teacher guidance.</li> </ul>  |
| <b>RL.2.22</b>                                       | <ul style="list-style-type: none"> <li>Discuss most important ideas and themes in a text by use of graphic organizers to compare and contrast, paragraphs to indicate sequencing events</li> </ul>  |
| <b>RL.2.23</b>                                       | <ul style="list-style-type: none"> <li>Use context as a basis for predicting meaning of unfamiliar words.</li> </ul>  |
| <i>Range of Reading and Level of Text Complexity</i> |   |
| <b>RL.2.24</b>                                       | <ul style="list-style-type: none"> <li>By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grade 2-3 text complexity band proficiently with scaffolding as needed.</li> </ul>  |
| <b>Informational Text</b>                            |   |
| <i>Key Ideas and Details</i>                         |   |
| <b>RI.2.1</b>  | <ul style="list-style-type: none"> <li>Ask and answer questions such as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</li> </ul>  |
| <b>RI.2.2</b>  | <ul style="list-style-type: none"> <li>Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</li> </ul>  |
| <b>RI.2.3</b>  | <ul style="list-style-type: none"> <li>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures within a text.</li> </ul>  |
| <b>RI.2.4</b>  | <ul style="list-style-type: none"> <li>Activate prior knowledge.</li> </ul>   |
| <b>RI.2.5</b>  | <ul style="list-style-type: none"> <li>Connect personal knowledge and experiences to ideas in text.</li> </ul>  |
| <b>RI.2.6</b>  | <ul style="list-style-type: none"> <li>Make text-to-self and text-to-text connections and comparisons.</li> </ul>   |
| <i>Craft and Structure</i>                           |   |
| <b>RI.2.7</b>  | <ul style="list-style-type: none"> <li>Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</li> </ul>  |
| <b>RI.2.8</b>  | <ul style="list-style-type: none"> <li>Know and use the various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information within a text efficiently.</li> </ul>                                      |
| <b>RI.2.9</b>  | <ul style="list-style-type: none"> <li>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> </ul>   |
| <b>RI.2.10</b>                                       | <ul style="list-style-type: none"> <li>Ask and answer questions while reading.</li> </ul>   |
| <i>Integration of Knowledge and Ideas</i>            |   |
| <b>RI.2.11</b>                                       | <ul style="list-style-type: none"> <li>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> </ul>   |
| <b>RI.2.12</b>                                       | <ul style="list-style-type: none"> <li>Describe how the author supports specific points in a text.</li> </ul>   |
| <b>RI.2.13</b>                                       | <ul style="list-style-type: none"> <li>Compare and contrast the most important points presented by two texts on the same topic.</li> </ul>  |
| <i>Range of Reading and Level of Text Complexity</i> |   |
| <b>RI.2.14</b>                                       | <ul style="list-style-type: none"> <li>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high level of the grade 2-3 text complexity band proficiently with scaffolding as needed.</li> </ul> |

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| RI.2.15                             | <ul style="list-style-type: none"> <li>Engage in reading and writing during free time in school and at home.</li> </ul>  |
| <b>Foundational Skills</b>          |  |
| <i>Phonics and Word Recognition</i> |  |
| RF.2.1                              | <ul style="list-style-type: none"> <li>Demonstrates phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion</li> </ul>   |
| RF.2.2                              | <ul style="list-style-type: none"> <li>Know and apply grade-level phonics and word analysis skills in decoding words.</li> </ul>   |
| RF.2.2a                             | a. Distinguish long and short vowels when reading regularly spelled one-syllable words.  |
| RF.2.2b                             | b. Know spelling-sound correspondences for additional common vowel teams.  |
| RF.2.2c                             | c. Decode regularly spelled two-syllable words with long vowels.   |
| RF.2.2d                             | d. Decode words with common prefixes and suffixes.   |
|                                     | e. Decode words with irregular vowels, blends, digraphs, and compound words.   |
| RF.2.2e                             | f. Identify words with inconsistent but common spelling-sound correspondences.   |
| RF.2.2f                             | g. Recognize and read grade-appropriate irregular words.   |
| RF.2.2g                             | h. Homonyms/synonyms/antonyms  |
| RF.2.3                              | <ul style="list-style-type: none"> <li>Recognize grade two frequently encountered words in print automatically whether encountered in connected text or in isolation.</li> </ul>   |
| RF.2.4                              | <ul style="list-style-type: none"> <li>Use strategies to identify unknown words and construct meaning: reread a sentence or paragraph when meaning is unclear, use context as a basis for predicting meaning of unfamiliar words, increase bank of known sight words, use sub-vocalization to sound out unknown words.</li> </ul>                  |
| <i>Fluency</i>                      |  |
| RF.2.5                              | <ul style="list-style-type: none"> <li>Read with sufficient accuracy and fluency to support comprehension.</li> </ul>  |
| RF.2.6a                             | a. Read grade-level text with purpose and understanding.   |
| RF.2.6b                             | b. Read grade-level text orally with accuracy, appropriate rate, and expression, using punctuation and formatting clues.   |
| RF.2.6c                             | c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| RF.2.7                              | <ul style="list-style-type: none"> <li>Automatically recognize identified grade-level high frequency words whether encountered in or out of context.</li> </ul>  |
| RF.2.8                              | <ul style="list-style-type: none"> <li>Use context clues, mental pictures, and questioning.</li> </ul>   |
| RF.2.9                              | <ul style="list-style-type: none"> <li>Read aloud using intonation, pauses and emphasis.</li> </ul>  |
| RF.2.10                             | <ul style="list-style-type: none"> <li>Use punctuation cues (periods and question marks).</li> </ul>   |
| <b>Writing</b>                      |  |
| <b>Text Types and Purposes</b>      |  |
| W.2.1                               | <ul style="list-style-type: none"> <li>Write opinion pieces which introduce the topic or book that is being written about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinions and reasons, and provide a concluding statement or section.</li> </ul> |

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| W.2.2  | <ul style="list-style-type: none"> <li>Write informative/explanatory texts which introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</li> </ul>   |
| W.2.3  | <ul style="list-style-type: none"> <li>Write narratives including realistic fiction, fantasy, and/or a personal narrative which recounts a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, uses temporal words to signal event order, and provides a sense of closure.</li> </ul> |
| W.2.4  | <ul style="list-style-type: none"> <li>Write poetry based on reading a wide variety of grade-level appropriate published poetry.</li> </ul>  |
| W.2.5  | <ul style="list-style-type: none"> <li>Write a prayer using sentences with drawings as support if needed.</li> </ul>   |
| W.2.6  | <ul style="list-style-type: none"> <li>Use a teacher-selected topic to: write two research questions, locate and begin to gather information from resources (electronic and/or print), organize information using key ideas; use the writing process to produce and present the final project.</li> </ul>  |
| <b>Production and Distribution of Writing</b>  |  |
| W.2.7  | <ul style="list-style-type: none"> <li>With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.</li> </ul>  |
| W.2.8  | <ul style="list-style-type: none"> <li>With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> </ul>   |
| W.2.9  | <ul style="list-style-type: none"> <li>Consider audience and purpose for writing.</li> </ul>   |
| W.2.10   | <ul style="list-style-type: none"> <li>Begin to use styles and patterns derived from studying authors.</li> </ul>  |
| W.2.11   | <ul style="list-style-type: none"> <li>Develop a plan for writing that may include graphic organizers that represent a specific organizational pattern: problem/solution, sequence, description, compare and contrast.</li> </ul>  |
| W.2.12   | <ul style="list-style-type: none"> <li>Write in first and third person based on genre type and purpose.</li> </ul>   |
| W.2.13   | <ul style="list-style-type: none"> <li>Build and demonstrate writing skills.</li> </ul>  |
| <b>Research to Build and Present Knowledge</b> |  |
| W.2.14   | <ul style="list-style-type: none"> <li>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).</li> </ul>   |
| W.2.15   | <ul style="list-style-type: none"> <li>Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>  |
| <b>Handwriting</b>                             |  |
| W.2.16   | <ul style="list-style-type: none"> <li>Fluently and legibly write upper and lower case manuscript letters</li> </ul>   |
| W.2.17   | <ul style="list-style-type: none"> <li>Recognize the upper and lower case cursive alphabet.</li> </ul>   |
| <b>Speaking and Listening</b>                  |  |
| <b>Comprehension and Collaboration</b>         |  |
| SL.2.1   | <ul style="list-style-type: none"> <li>Participate in collaborative conversations with partners about topics and texts in small and larger groups.</li> </ul>  |
| SL.2.1a  | <ul style="list-style-type: none"> <li>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)</li> </ul>  |
| SL.2.1b  | <ul style="list-style-type: none"> <li>b. Build on oral conversations by linking their comments to the remarks</li> </ul>  |

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|  | of others.  |
| <b>SL.2.1c</b>                             | c. Ask for clarification and further explanation as needed about the topics and texts under discussion.   |
| <b>SL.2.2</b>                              | <ul style="list-style-type: none"> <li>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> </ul>   |
| <b>SL.2.3</b>                              | <ul style="list-style-type: none"> <li>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.</li> </ul>                                       |
| <b>SL.2.4</b>                              | <ul style="list-style-type: none"> <li>Give, restate, and follow three- and four-step directions.</li> </ul>  |
| <b>SL.2.5</b>                              | <ul style="list-style-type: none"> <li>Select, listen to, view and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</li> </ul>  |
| <b>SL.2.6</b>                              | <ul style="list-style-type: none"> <li>Distinguish between fact and opinion (advertising hype, propaganda).</li> </ul>  |
| <b>Presentation of Knowledge and Ideas</b> |   |
| <b>SL.2.7</b>                              | <ul style="list-style-type: none"> <li>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly with appropriate tone of voice and intonation patterns while using coherent sentences.</li> </ul> |
| <b>SL.2.8</b>                              | <ul style="list-style-type: none"> <li>Use more complex conjunctions (although, instead of, so that), and appropriate grammar while speaking.</li> </ul>  |
| <b>SL.2.9</b>                              | <ul style="list-style-type: none"> <li>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.</li> </ul>                     |
| <b>SL.2.10</b>                             | <ul style="list-style-type: none"> <li>Begin discerning appropriate viewing habits (ie. Social media, TV, internet)that are in line with Catholic teaching.</li> </ul>  |
| <b>SL.2.11</b>                             | <ul style="list-style-type: none"> <li>Produce complete sentences when appropriate to task and situation in order to prove requested detail or clarification.</li> </ul>  |
| <b>SL.2.12</b>                             | <ul style="list-style-type: none"> <li>Explore and use language to communicate effectively with a variety of audiences and for different purposes: questions and answers, discussions, social interactions, prayer.</li> </ul>                            |
| <b>SL.2.13</b>                             | <ul style="list-style-type: none"> <li>Be aware that language is to be used in appropriate and respectful ways.</li> </ul>  |
| <b>SL.2.14</b>                             | <ul style="list-style-type: none"> <li>Understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).</li> </ul>  |
| <b>SL.2.15</b>                             | <ul style="list-style-type: none"> <li>Use effective and respectful listening and viewing behaviors in large and small group settings.</li> </ul>   |
| <b>Oral Prayer</b>                         |   |
| <b>SL.2.16</b>                             | <ul style="list-style-type: none"> <li>Engage in daily spoken prayers while maintaining appropriate posture and eye contact.</li> </ul>   |
| <b>Language</b>                            |   |
| <b>Conventions of Standard English</b>     |   |
| <b>L.2.1</b>                               | <ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>  |
| <b>L.2.1a</b>                              | a. Use collective nouns (e.g., <i>group</i> )   |
| <b>L.2.1b</b>                              | b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> )   |

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| L.2.1c                                 | c. Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).  |
| L.2.1d                                 | d. Form and use the past tense of frequently occurring irregular verbs e.g., <i>sat, hit, told</i> ).   |
| L.2.1e                                 | e. Use adjectives and adverbs, and choose between them depending on what is to be modified.   |
| L.2.1f                                 | f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).                       |
| L.2.2                                  | <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>  |
| L.2.2a                                 | a. Capitalize holidays, product names, and geographic names.  |
| L.2.2b                                 | b. Use commas in greetings and closing of letters.  |
| L.2.2c                                 | c. Use an apostrophe to form contractions and frequently occurring possessives.   |
| L.2.2d                                 | d. Generalize learned spelling patterns when writing words (e.g., <i>cage/badge; boy/boil</i> ).  |
| L.2.2e                                 | e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.   |
| <b>Knowledge of Language</b>           |   |
| L.2.3                                  | <ul style="list-style-type: none"> <li>• Demonstrate knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ul>  |
| L.2.3a                                 | a. Compare formal and informal uses of English.   |
| <b>Vocabulary Acquisitions and Use</b> |   |
| L.2.4                                  | <ul style="list-style-type: none"> <li>• 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.</li> </ul> |
| L.2.4a                                 | a. Use sentence-level context as a clue to the meaning of a word or phrase.   |
| L.2.4b                                 | b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy; tell/retell</i> ).  |
| L.2.4c                                 | c. Use a known root word as a clue to the meaning of and unknown word with the same root (e.g., <i>addition/additional</i> ).   |
| L.2.4d                                 | d. Use knowledge of the meaning of individual words to predict the meaning of compound words.   |
| L.2.4e                                 | e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words.   |
| L.2.5                                  | <ul style="list-style-type: none"> <li>• Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> </ul>  |
| L.2.5a                                 | a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i> ).   |
| L.2.5b                                 | b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).   |
| L.2.6                                  | <ul style="list-style-type: none"> <li>• Use words and phrases acquired through conversations, reading and being</li> </ul>   |

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|              | read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).                     |
| <b>L.2.7</b> | <ul style="list-style-type: none"><li>• For less frequently used words, students will use structural cues and environmental sources (word walls, word lists).</li></ul> |



## **SECOND GRADE**

### *Mathematic Standards for the Archdiocese of Detroit*

*\*Provide 3 dates for each standard*

| <i>Initials</i> | <i>Dates</i> | <u><i>Operations and Algebraic Thinking</i></u>                                       |  |
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|                 |              | <i>Represent and solve problems involving addition and subtraction.</i>               |  |
|                 |              | <b>2.OA.A.1</b>   | 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.   |
|                 |              | <i>Add and subtract within 20.</i>  |  |
|                 |              | <b>2.OA.B.2</b>   | Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.  |
|                 |              | <i>Work with equal groups of objects to gain foundations for multiplication.</i>      |  |
|                 |              | <b>2.OA.C.3</b>   | 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.  |
|                 |              | <b>2.OA.C.4</b>   | 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.   |
|                 |              | <b>2.OA.C.5</b>   | Understand division as another way of expressing multiplication, using fact families   |
|                 |              | <b>2.OA.C.6</b>   | Given a situation involving groups of equal size or of sharing equally, represent with objects, words, symbols; solve  |
|                 |              | <b>2.OA.C.7</b>   | Develop strategies for fluently multiplying numbers up to 5x5  |
|                 |              | <u><i>Number and Operations in Base Ten</i></u>                                       |  |
|                 |              | <i>Understand the place value system.</i>   |  |
|                 |              | <b>2.NBT.A.1</b>  | 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:  |
|                 |              | <b>2.NBT.A.1a</b>   | 100 can be thought of as a bundle of ten tens — called a “hundred.”  |
|                 |              | <b>2.NBT.A.1b</b>   | 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).   |
|                 |              | <b>2.NBT.A.2</b>  | Count within 1000; skip-count by 5s, 10s, and 100s.  |
|                 |              | <b>2.NBT.A.3</b>  | Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.   |
|                 |              | <b>2.NBT.A.4</b>  | Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.  |
|                 |              | <b>2.NBT.A.5</b>  | Round numbers to hundreds place  |
|                 |              | <b>2.NBT.A.6</b>  | Count orally by 3’s and 4’s starting with 0, and by 2’s, 5’s, and 10’s starting from any whole number  |
|                 |              | <i>Use Place Value Understanding and Properties of Operations to Add and Subtract</i> |  |
|                 |              | <b>2.NBT.B.7</b>  | Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  |
|                 |              | <b>2.NBT.B.8</b>  | Add up to four two-digit numbers using strategies based on place value and properties of operations.   |
|                 |              | <b>2.NBT.B.9</b>  | 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. |
|                 |              | <b>2.NBT.B.10</b>   | Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.   |

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|  | <b>2.NBT.B.11</b>   | Explain why addition and subtraction strategies work, using place value and the properties of operations.   |
|  | <b>2.NBT.B.12</b>   | Calculate mentally sums and differences involving: three-digit number and ones, three-digit numbers and tens; three-digit numbers and hundreds  |
|  | <b>2.NBT.B.13</b>   | Estimate the sum of two numbers with three digits   |
|  | <b>2.NBT.B.14</b>   | Find the missing values in open sentences ( $42 + \_ = 57$ ); use relationship between addition and subtraction   |
|  | <b><i>Work with Unit Fractions</i></b>                        |   |
|  | <b>2.NBT.C.15</b>   | Recognize, name and represent commonly used unit fractions with denominators 12 or less   |
|  | <b>2.NBT.C.16</b>   | Recognize, name and write commonly used fractions: $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{2}{3}$ , etc.   |
|  | <b>2.NBT.C.17</b>   | Place 0 and halves on the number line; relate to a ruler  |
|  | <b>2.NBT.C.18</b>   | For unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$ understand the inverse relationship between the size of a unit fractions and size of the denominator; compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$   |
|  | <b>2.NBT.C.19</b>   | Recognize that fractions such as $\frac{2}{2}$ , $\frac{3}{3}$ , $\frac{4}{4}$ are equal to the whole (one)   |
|  | <b><i>Measurement and Data</i></b>                            |   |
|  | <b><i>Measure and estimate lengths in standard units.</i></b> |   |
|  | <b>2.MD.A. 1</b>  | Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.   |
|  | <b>2.MD.A. 2</b>  | 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.   |
|  | <b>2.MD.A. 3</b>  | Estimate lengths using units of inches, feet, centimeters, and meters.  |
|  | <b>2.MD.A. 4</b>  | Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.   |
|  | <b>2.MD.A.5</b>   | Distinguish between length, width, height, and weight   |
|  | <b><i>Relate addition and subtraction to length.</i></b>      |   |
|  | <b>2.MD.B. 6</b>  | 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.  |
|  | <b>2.MD.B. 7</b>  | 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.   |
|  | <b><i>Understand the Concept of Area and Perimeter</i></b>    |   |
|  | <b>2.MD.C.8</b>   | Measure area using non-standard units to the nearest whole unit   |
|  | <b>2.MD.C.9</b>   | Find the area of a rectangle with whole number side lengths by covering with unit squares and counting, or by using a grid of unit squares; write area as a product   |
|  | <b>2.MD.C.10</b>  | Determine perimeter of rectangles and triangles by adding lengths of sides.   |
|  | <b><i>Work with time and money.</i></b>                       |   |
|  | <b>2 MD.C.11</b>  | Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.   |
|  | <b>2.MD.C.12</b>  | Using both AM and PM, tell time from the clock face in 1 minute intervals and from digital clocks to the minute; including reading time 9:15 as nine-fifteen and 9:50 as nine-fifty. Interpret time as both minutes after the hour and minutes before the next hour. Show times by drawing hand on clock faces. |
|  | <b>2.MD.C.13</b>  | Use the concept of duration of time to the quarter hour.  |
|  | <b>2 MD.C.14</b>  | 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?  |
|  | <b><i>Read Thermometers</i></b>                               |   |
|  | <b>2.MD.D.16</b>  | Read temperature using the scale on a thermometer in degrees Fahrenheit   |

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|  |  | <b><i>Represent and interpret data.</i></b>           |  |
|  |  | <b>2.MD.E.17</b>                                      | 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.                                       |
|  |  | <b>2.MD.E.18</b>                                      | 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 <sup>1</sup> using information presented in a bar graph.   |
|  |  |   |  |
|  |  | <b><u>Geometry</u></b>                                |  |
|  |  | <b><i>Reason with Shapes and their Attributes</i></b> |  |
|  |  | <b>2.G.A.1</b>  | 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.  |
|  |  | <b>2.G.A.2</b>  | Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.   |
|  |  | <b>2.G.A.3</b>  | 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. |
|  |  | <b>2.G.A.4</b>  | Identify, describe and compare familiar three-dimensional shapes, such as spheres and rectangular prisms   |
|  |  | <b>2.G.A.5</b>  | Explore and predict the results of putting together and taking apart two-dimensional and three-dimensional shapes  |
|  |  | <b>2.G.A.6</b>  | Distinguish between curves and straight lines and between curved surfaces and flat surfaces  |
|  |  | <b>2.G.A.7</b>  | Classify familiar plane and solid objects  |
|  |  | <b>2.G.A.8</b>  | Recognize that shapes that have been slid, turned, or flipped are the same shape   |
|  |  | <b><i>Use Coordinate Systems</i></b>                  |  |
|  |  | <b>2.G.B.9</b>  | Find and name locations using simple coordinate systems such as maps and first quadrant grids  |



## **SECOND GRADE**

### *Mathematic Standards for the Archdiocese of Detroit*

#### **Operations and Algebraic Thinking**

##### ***Represent and solve problems involving addition and subtraction.***

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| <b>2.OA. A. 1</b> | 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. |
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##### ***Add and subtract within 20.***

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| <b>2.OA. B. 2</b> | Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. |
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##### ***Work with equal groups of objects to gain foundations for multiplication.***

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| <b>2.OA. C. 3</b> | 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. |
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| <b>2.OA. C. 4</b> | 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. |
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| <b>2.OA.C.5</b> | Understand division as another way of expressing multiplication, using fact families |
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| <b>2.OA.C.6</b> | Given a situation involving groups of equal size or of sharing equally, represent with objects, words, symbols; solve |
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| <b>2.OA.C.7</b> | Develop strategies for fluently multiplying numbers up to 5x5 |
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#### **Number and Operations in Base Ten**

##### ***Understand the place value system.***

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| <b>2.NBT.A.1</b> | 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: |
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| <b>2.NBT.A.1a</b>  | 100 can be thought of as a bundle of ten tens — called a “hundred.”  |
| <b>2.NBT.A.1b</b>  | 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).   |
| <b>2.NBT.A.2</b>   | Count within 1000; skip-count by 5s, 10s, and 100s.  |
| <b>2.NBT.A.3</b>   | Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.   |
| <b>2.NBT.A.4</b>   | Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.  |
| <b>2.NBT.A.5</b>   | Round numbers to hundreds place  |
| <b>2.NBT.A.6</b>   | Count orally by 3’s and 4’s starting with 0, and by 2’s, 5’s, and 10’s starting from any whole number  |
|  |  |
| <b><i>Use Place Value Understanding and Properties of Operations to Add and Subtract</i></b> |  |
| <b>2.NBT.B.7</b>   | Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  |
| <b>2.NBT.B. 8</b>  | Add up to four two-digit numbers using strategies based on place value and properties of operations.   |
| <b>2.NBT.B. 9</b>  | 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. |
| <b>2.NBT.B.10</b>  | Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.   |
| <b>2.NBT.B.11</b>  | Explain why addition and subtraction strategies work, using place value and the properties of operations.  |
| <b>2.NBT.B.12</b>  | Calculate mentally sums and differences involving: three-digit number and ones, three-digit numbers and tens; three-digit numbers and hundreds   |

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| <b>2.NBT.B.13</b>   | Estimate the sum of two numbers with three digits  |
| <b>2.NBT.B.14</b>   | Find the missing values in open sentences ( $42 + \_ = 57$ ); use relationship between addition and subtraction  |
|   |  |
| <b><i>Work with Unit Fractions</i></b>                        |  |
| <b>2.NBT.C.15</b>   | Recognize, name and represent commonly used unit fractions with denominators 12 or less  |
| <b>2.NBT.C.16</b>   | Recognize, name and write commonly used fractions: $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{2}{3}$ , etc.  |
| <b>2.NBT.C.17</b>   | Place 0 and halves on the number line; relate to a ruler   |
| <b>2.NBT.C.18</b>   | For unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$ understand the inverse relationship between the size of a unit fractions and size of the denominator; compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$                            |
| <b>2.NBT.C.19</b>   | Recognize that fractions such as $\frac{2}{2}$ , $\frac{3}{3}$ , $\frac{4}{4}$ are equal to the whole (one)  |
|   |  |
| <b><i>Measurement and Data</i></b>                            |  |
| <b><i>Measure and estimate lengths in standard units.</i></b> |  |
| <b>2.MD.A. 1</b>  | Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.  |
| <b>2.MD.A. 2</b>  | 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.  |
| <b>2.MD.A. 3</b>  | Estimate lengths using units of inches, feet, centimeters, and meters.   |
| <b>2.MD.A. 4</b>  | Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.  |
| <b>2.MD.A.5</b>   | Distinguish between length, width, height, and weight  |
| <b><i>Relate addition and subtraction to length.</i></b>      |  |
| <b>2.MD.B. 6</b>  | 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. |

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| <b>2.MD.B.7</b>  | 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.   |
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| <b><i>Understand the Concept of Area and Perimeter</i></b> |   |
| <b>2.MD.C.8</b>  | Measure area using non-standard units to the nearest whole unit   |
| <b>2.MD.C.9</b>  | Find the area of a rectangle with whole number side lengths by covering with unit squares and counting, or by using a grid of unit squares; write area as a product   |
| <b>2.MD.C.10</b>   | Determine perimeter of rectangles and triangles by adding lengths of sides.   |
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| <b><i>Work with time and money.</i></b>                    |   |
| <b>2 MD.C.11</b>   | Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.   |
| <b>2.MD.C.12</b>   | Using both AM and PM, tell time from the clock face in 1 minute intervals and from digital clocks to the minute; including reading time 9:15 as nine-fifteen and 9:50 as nine-fifty. Interpret time as both minutes after the hour and minutes before the next hour. Show times by drawing hand on clock faces. |
| <b>2.MD.C.13</b>   | Use the concept of duration of time to the quarter hour.  |
| <b>2 MD.C.14</b>   | 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?  |
| <b><i>Read Thermometers</i></b>                            |   |
| <b>2.MD.D.16</b>   | Read temperature using the scale on a thermometer in degrees Fahrenheit   |
|  |   |
| <b><i>Represent and interpret data.</i></b>                |   |
| <b>2.MD.E.17</b>   | 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.  |
| <b>2.MD.E.18</b>   | 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  |

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|   | compare problems <sup>1</sup> using information presented in a bar graph.  |
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| <b><u>Geometry</u></b>                                |  |
| <b><i>Reason with Shapes and their Attributes</i></b> |  |
| <b>2.G.A.1</b>  | 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.  |
| <b>2.G.A.2</b>  | Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.   |
| <b>2.G.A.3</b>  | 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. |
| <b>2.G.A.4</b>  | Identify, describe and compare familiar three-dimensional shapes, such as spheres and rectangular prisms   |
| <b>2.G.A.5</b>  | Explore and predict the results of putting together and taking apart two-dimensional and three-dimensional shapes  |
| <b>2.G.A.6</b>  | Distinguish between curves and straight lines and between curved surfaces and flat surfaces  |
| <b>2.G.A.7</b>  | Classify familiar plane and solid objects  |
| <b>2.G.A.8</b>  | Recognize that shapes that have been slid, turned, or flipped are the same shape   |
| <b><i>Use Coordinate Systems</i></b>                  |  |
| <b>2.G.B.9</b>  | Find and name locations using simple coordinate systems such as maps and first quadrant grids  |



## **Second Grade**

### *Social Studies Standards for the Archdiocese of Detroit*

#### **History**

| <b>H1</b>  | <b>Living and Working Together in Communities</b>   |
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|            | <i>Use historical thinking to understand the past</i>   |
| 2 – H1.0.1 | Demonstrate chronological thinking by distinguishing between years and decades using a timeline of local community events.  |
| 2 – H1.0.2 | Explain why descriptions of the same event in the local community can be different.   |
| 2 – H1.0.3 | Use an example to describe the role of the individual or culture in creating history.   |
| 2 – H1.0.4 | Describe changes in the local community over time (e.g., types of businesses, churches, architecture and landscape, jobs, transportation, population).                                  |
| 2 – H1.0.5 | Identify a problem in a community's past and describe how it was resolved.  |
| 2 – H1.0.6 | Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, newspapers, and photographs). |

#### **Geography**

| <b>G1</b>  | <b>The World in Spatial Terms</b>   |
|------------|---|
|            | <i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i>   |
| 2 – G1.0.1 | Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of a place.                          |
| 2 – G1.0.2 | Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale. |
| 2 – G1.0.3 | Identify and use cardinal directions (north, south, east, and west) to find locations in the immediate environment and on a map.                                |
| <b>G2</b>  | <b>Places and Regions</b>   |
|            | <i>Understand how regions are created from common physical and human characteristics.</i>   |
| 2 – G2.0.1 | Compare the physical and human characteristics of the local community with those of another community.  |
| 2 – G2.0.2 | Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).   |
| 2 – G2.0.3 | Compare and contrast characteristics of regions (e.g. weather, houses, transportation).   |
| <b>G4</b>  | <b>Human Systems</b>  |
|            | <i>Understand how human activities help shape the Earth's surface.</i>  |
| 2 – G4.0.1 | Describe land use in the community (e.g., where people live, where services are provided, where products are made).   |
| 2 – G4.0.2 | Describe the means people create for moving people, goods, and ideas within the local community.  |
| 2 – G4.0.3 | Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.   |
| 2 – G4.0.4 | Identify ways we, as God's stewards of the earth, can protect His creation.   |
| <b>G5</b>  | <b>Environment and Society</b>  |
|            | <i>Understand the effects of human-environment interactions.</i>  |
| 2 – G5.0.1 | Suggest ways people can responsibly interact with the environment in the local community.   |

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| 2 – G5.0.2   | Describe positive and negative consequences of changing the physical environment of the local community.   |
| <b><i>Civics and Government</i></b>                                      |  |
| <b>C1</b>  | <b>Purposes of Government</b>  |
|  | <i>Explain why people create governments.</i>  |
| 2 – C1.0.1   | Explain why people form governments.   |
| 2 – C1.0.2   | Distinguish between government action and private action. (e.g. creating public law vs. household, school rules)                                     |
| <b>C2</b>  | <b>Values and Principles of American Democracy</b>   |
|  | <i>Understand values and principles of American constitutional democracy.</i>  |
| 2 – C2.0.1   | Explain how local governments balance individual rights with the common good to solve local community problems.                                      |
| 2 – C2.0.2   | Understand how the Pledge of Allegiance reflects the core democratic value of patriotism.  |
| <b>C3</b>  | <b>Structure and Functions of Government</b>   |
|  | <i>Describe the structure of government in the United States and how it functions to serve citizens.</i>   |
| 2 – C3.0.1   | Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.  |
| 2 – C3.0.2   | Use examples to describe how local government affects the lives of its citizens.   |
| 2 – C3.0.3   | Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).                                |
| 2 – C3.0.4   | Introduce the three branches of government.  |
| 2 – C3.0.5   | Identify the President's role as a public official.  |
| <b>C5</b>  | <b>Roles of the Citizen in American Democracy</b>  |
|  | <i>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</i>        |
| 2 – C5.0.1   | Identify ways citizens participate in community decisions.   |
| 2 – C5.0.2   | Distinguish between personal and civic responsibilities and explain why they are important in community life.  |
| 2 – C5.0.3   | Design and participate in community improvement and Christian service projects that help or inform others.   |
| <b><i>Geography</i></b>  |  |
| <b>E1</b>  | <b>Market Economy</b>  |
|  | <i>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</i>                                     |
| 2 – E1.0.1   | Identify the opportunity cost involved in a consumer decision.   |
| 2 – E1.0.2   | Identify businesses in the local community.  |
| 2 – E1.0.3   | Describe how businesses in the local community meet economic wants and needs of consumers.   |
| 2 – E1.0.4   | Describe the natural, human, and capital resources needed for production of a good or service in a community.  |
| 2 – E1.0.5   | Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants and needs. |
| 2 – E1.0.6   | Describe how money impacts trade.  |
| 2 – E1.0.7   | Explore ways to earn money.  |
| <b><i>Public Discourse, Decision Making, and Citizen Involvement</i></b> |  |
| <b>P1</b>  | <b>Identifying and Analyzing Public Issues</b>   |
|  | <i>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i>   |
| 2 – P1.0.1   | Identify public issues in the local community that influence the daily lives of its citizens.  |

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| 2 – P1.0.2 | Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.                         |
| 2 – P1.0.3 | Give examples of how conflicts over core democratic values or Catholic values lead people to differ on resolutions to a public policy issue in the local community. |
| 2 – P1.0.4 | Utilize Catholic values in conflict resolution and problem solving.   |
| <b>P2</b>  | <b>Persuasive Communication About a Public Issue</b>  |
|            | <i>Communicate a reasoned position on a public issue.</i>   |
| 2 – P2.0.1 | Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.                        |
| <b>P3</b>  | <b>Citizen Involvement</b>  |
|            | <i>Act constructively to further the public good.</i>   |
| 2 – P3.0.1 | Develop and implement an action plan to address or inform others about a public issue.  |
| 2 – P3.0.2 | Participate in service projects that will help and inform others.   |
| 2 – P3.0.3 | Identify and model the use of good manners.   |