California's

COMMON CORE

Content Standards

Curriculum Builder

Second Grade

Designed and Printed by Shoob Photography

California's

COMMON CORE

Curriculum Builder for ELA and Mathematics Second Grade

TABLE OF CONTENTS

CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

& LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS

The History of Standards in California

Student content standards describe what students should know and be able to do in a subject matter for a particular grade. California ushered in the standards era in 1997, when the State Board of Education adopted contents standards, K-12, for both English Language Arts and mathematics, establishing for the first time in the State a consistent set of expectations for all students. Those standards have stood as the beacon for the development of curriculum frameworks, the creation of curricular materials, and the basis for State and local assessments.

While California established and utilized its own standards, every other state in the union did the same. Seeking uniformity of rigor and expectation for the entire nation, the National Governors Association Center for Best Practices and the Council of chief State School Officers coordinated efforts to write the Common core State Standards. Teachers, school administrators, and experts began the work with the end in mind and drafted "career and college ready" exit standards for graduated high school seniors. As such these anchor standards define what is required to be successful in entry-level, credit-bearing academic college courses and in the workforce training programs. With exit standards charting the way, the creators of the Common Core standards backward-mapped down through the grade levels to create a consistent format and strong linkages from grade level to grade level.

These new Common Core Standards, adopted for English language arts and mathematics only,:

- Are aligned with college and work expectations
- Are clear, understandable, and consistent
- Include rigorous content and application of knowledge through higher-order skills
- Build upon strengths and lessons of the current standards from many states
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society
- Are evidence-based

Transition to the Common Core Standards

The State Board of Education in California adopted the Common Core Standards in 2010 to ensure that California would be eligible as a state to submit an application for a Race to the Top grant. Even though that application was not selected for funding, the adoption of the Common Core Standards is in law. Currently, 47 states have adopted the standards. It is the advent of assessments tied to the Common Core, however, that will mark the true transition from the older California standards to the current Common

Core. California participates with over twenty other states in the SMARTER Balanced Assessment Consortium. Linking arms with other states in the consortium, California plans to usher in a totally new assessment system in the spring of the school year 2014-15. The implementation of a new assessment system will mark point in time when students, teachers, schools, districts and larger systems will be held accountable for the instruction of these new standards.

In order to create as smooth a transition as possible from the old standards and the current assessment system, teachers and administrators are working to understand and embrace the Common Core Standards. This publication is designed to assist with that process.

The new Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects

The title of the standards includes other fields of study responsible for student literacy. In the K-5 standards, references to history/social studies, science and technical subjects are embedded. In the upper grade level standards, these content areas have their own section of standards. The inclusion across traditional divisions of study reinforces the primacy of literacy and the need for its integration.

Reading standards are "stair-cased" and demand student reading of a diverse array of classic and contemporary literature, but likewise insist on a focus of challenging informational texts. There is no specified reading list, but the Common Core instead provide numerous sample texts. Various genre are delineated that include: myths, foundational documents from U. S. history, seminal works of American literature, and, of course, Shakespeare. States, local districts, and perhaps even schools will make the final decisions about what titles students will read.

The issue of text complexity reminds educators that the reading level of work place documents frequently exceeds the rigor of literature at the college level. Therefore, the measurement called the "lexile" gauges the text complexity of a document. Text complexity intertwines the issues of: qualitative dimensions (structure of language, knowledge demands, etc.), quantitative dimensions (word length, sentence length, etc.), and reader and task considerations (appropriateness of text to reader, reader motivation and experiences, etc.)

Writing standards are grounded in the ability to write logical arguments based on claims, sound reasoning, and relevant evidence. Even the earliest grades require the ability to argue through opinion writing. Additionally, students are expected to conduct research, both short- and long-term projects, throughout the grade levels. To establish a consistent expectation for rigor, annotated samples of student writing across the grade levels accompany the standards.

Speaking and Listening standards require the presentation of complex information through the acts of listening and speaking but also through media. Speaking is expected between individuals, in small groups and in larger groups.

Language standards describe vocabulary acquisition and the ability to appreciate nuances of words. In addition to the use of formal language, students are expected to navigate through a variety of contexts and choose the appropriate level of formality.

Media and Technology standards are integrated through these standards.

Implementation: We are launching into CCSS using the curriculum and the materials we have. Whether your district is using Open Court, MMH, or another program, we must begin CCSS implementation using our existing materials.

As you proceed through your pacing guide and current curriculum, compare each lesson to the standards found here. Use the notes column to document which parts of your current curriculum is relevant to each standard.

READING LITERATURE

Key Ideas and Details

Standard		Notes	Dates Taught					Mastery
RL 1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.							
RL 2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.							
RL 3.	Describe how characters in a story respond to major events and challenges.							

Craft and Structure

Standard		Notes	Dates Taught					Mastery
RL 4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.							
RL 5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.							
RL 6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.							

Integration of Knowledge and Ideas

Standard		Notes	Dates Taught					Mastery
RL 7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.							
RL 8.	(Not applicable to literature)							

Integration of Knowledge and Ideas

Standard		Notes	Dates Taught					Mastery
RL 9.	Compare and contrast the adventures and experiences of characters in stories.							

Range of Reading and Level of Text Complexity

Standard		Notes	Dates Taught					Mastery
RL 10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.							

READING INFORMATIONAL TEXT

Key Ideas and Details

Standard		Notes	Dates Taught					Mastery
RI 1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.							
RI 2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.							
RI 3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.							

Craft and Structure

Standard		Notes	Dates Taught					Mastery
RI 4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.							

Craft and Structure

Standard		Notes	Dates Taught					Mastery
RI 5.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.							
RI 6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.							

Integration of Knowledge and Ideas

Standard		Notes	Dates Taught					Mastery
RI 7.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.							
RI 8.	Describe how reasons support specific points the author makes in a text.							
RI 9.	Compare and contrast the most important points presented by two texts on the same topic.							

Range of Reading and Level of Text Complexity

Standard		Notes	Dates Taught					Mastery
RI 10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.							

READING FOUNDATIONAL SKILLS

Phonics and Word Recognition

Standard		Notes	Dates Taught					Mastery
RF 3.	Know and apply grade-level phonics and word analysis skills in decoding words.							
RF 3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.							
RF 3.b	Know spelling-sound correspondences for additional common vowel teams.							
RF 3.c	Decode regularly spelled two-syllable words with long vowels.							
RF 3.d	Decode words with common prefixes and suffixes.							
RF 3.e	Identify words with inconsistent but common spelling-sound correspondences.							
RF 3.f	Recognize and read grade-appropriate irregularly spelled words.							

Fluency

Standard		Notes	Dates Taught					Mastery
RF 4.	Read with sufficient accuracy and fluency to support comprehension.							
RF 4.a	Read grade-level text with purpose and understanding.							
RF 4.b	Read grade-level text orally with accuracy, appropriate rate, and expression.							
RF 4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.							

WRITING

Text Types and Purposes

Standard		Notes	Dates Taught					Mastery
W 1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.							
W 2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.							
W 3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.							

Production and Distribution of Writing

Standard		Notes	Dates Taught					Mastery
RF 3.	(Begins in grade 3)							
RF 3.a	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.							
RF 3.b	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.							

Research to Build and Present Knowledge

Standard		Notes	Dates Taught					Mastery
W 7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).							
W 8.	Recall information from experiences or gather information from provided sources to answer a question.							
W 9.	(Begins in grade 4)							

Range of Writing

Standard		Notes	Dates Taught					Mastery
W 10.	(Begins in grade 3)							

SPEAKING & LISTENING

Comprehension and Collaboration

Standard		Notes	Dates Taught					Mastery
SL 1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.							
SL 1.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).							
SL 1.b	Build on others' talk in conversations by linking their comments to the remarks of others.							
SL 1.c	Ask for clarification and further explanation as needed about the topics and texts under discussion.							

Comprehension and Collaboration

Standard		Notes	Dates Taught					Mastery
SL 2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.							
SL 3.	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.							

Presentation of Knowledge and Ideas

Standard		Notes	Dates Taught					Mastery
SL 4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.							
SL 5.	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.							
SL 6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.							

LANGUAGE STANDARDS

Conventions of Standard English

Standard		Notes	Dates Taught					Mastery
L 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.							
L 1.a	Use collective nouns (e.g., group).							
L 1.b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).							
L 1.c	Use reflexive pronouns (e.g., myself, ourselves).							
L 1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).							
L 1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.							
L 1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).							
L 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.							
L 2.a	Capitalize holidays, product names, and geographic names.							
L 2.b	Use commas in greetings and closings of letters.							
L 2.c	Use an apostrophe to form contractions and frequently occurring possessives.							

Conventions of Standard English

Standard		Notes	Dates Taught					Mastery
L 2.d	Generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil).							
L 2.e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.							

Knowledge of Language

Standard		Notes	Dates Taught					Mastery
L 3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.							
L 3.a	Compare formal and informal uses of English.							

Vocabulary Acquisition and Use

Standard		Notes	Dates Taught					Mastery
L 4.	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.							
L 4.a	Use sentence-level context as a clue to the meaning of a word or phrase.							
L 4.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).							
L 4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).							

Vocabulary Acquisition and Use

Standard		Notes	Dates Taught					Mastery
L 4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).							
L 4.d	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.							
L 5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.							
L 5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).							
L 5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).							
L 6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).							

CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS

The K-5 standards provide students with a *solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals*—which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications.

In kindergarten, the standards follow successful international models and recommendations from the National Research Council's Early Math Panel report, by focusing kindergarten work on the number core: learning how numbers correspond to quantities, and learning how to put numbers together and take them apart (the beginnings of addition and subtraction).

The K-5 standards build on the best state standards to provide detailed guidance to teachers on how to navigate their way through knotty topics such as *fractions, negative numbers, and geometry*, and do so by maintaining a continuous progression from grade to grade.

The standards stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels - rather than the current practices by which many students learn enough to get by on the next test, but forget it shortly thereafter, only to review again the following year.

Having built a strong foundation K-5, students can do hands on learning in geometry, algebra and probability and statistics. Students who have completed 7th grade and mastered the content and skills through the 7th grade will be *well-prepared for algebra* in grade 8.

OPERATIONS & ALGEBRAIC THINKING

Represent and solve problems involving addition and subtraction.

Standard	Notes	Dates Taught					Mastery
OA 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.							

Add and subtract within 20.

Standard	Notes	Dates Taught					Mastery
OA 2. Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers.							

Work with equal groups of objects to gain foundations for multiplication.

Standard	Notes	Dates Taught					Mastery
OA 3. 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.							
OA 4. 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.							

NUMBER & OPERATIONS IN BASE TEN

Understand place value.

Standard	Notes	Dates Taught					Mastery
NBT 1. 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:							
NBT 1.a 100 can be thought of as a bundle of ten tens — called a "hundred."							
NBT 1.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).							
NBT 2. Count within 1000; skip-count by 5s, 10s, and 100s.							
NBT 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.							
NBT 4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.							

Use place value understanding and properties of operations to add and subtract.

Standard	Notes	Dates Taught					Mastery
NBT 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.							
NBT 6. Add up to four two-digit numbers using strategies based on place value and properties of operations.							

Use place value understanding and properties of operations to add and subtract.

Standard	Notes	Dates Taught					Mastery
NBT 7. 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.							
NBT 8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.							
NBT 9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)							

MEASUREMENT & DATA

Measure and estimate lengths in standard units.

Standard		Notes	Dates Taught					Mastery
MD 1.	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.							
MD 2.	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.							
MD 3.	Estimate lengths using units of inches, feet, centimeters, and meters.							
MD 4.	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.							

Relate addition and subtraction to length.

Standard		Notes	Dates Taught					Mastery
MD 5.	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.							
MD 6.	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.							

Work with time and money.

Standard	Notes	Dates Taught					Mastery
MD 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.							
MD 8. 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?							

Represent and interpret data.

Standard	Notes	Dates Taught					Mastery
MD 9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.							
MD 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.							

GEOMETRY

Reason with shapes and their attributes.

Standard		Notes	Dates Taught					Mastery
G 1.	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.							
G 2.	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.							
G 3.	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.							