### ENGLISH LANGUAGE ARTS

**Demonstrates comprehension when reading grade level text** in the following ways:

#### Reading – Literature

**Key Ideas and Details**
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (RL.2.2)
- Describe how characters in a story respond to major events and challenges. (RL.2.3)

**Integration of Knowledge and Ideas**
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (RL.2.7)

**Range of Reading and Level of Text Complexity**
- 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. (RL.2.10)

#### Reading – Information

**Key Ideas and Details**
- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (RI.2.2)

**Craft and Structure**

**Integration of Knowledge and Ideas**
- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (RI.2.7)

**Range of Reading and Level of Text Complexity**
- 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. (RI.2.10)

#### Reading – Foundational Skills

**Phonics and Word Recognition**
- Distinguish long and short vowels when reading regularly spelled one-syllable words. (RF.2.3a)
- Know spelling-sound correspondences for additional common vowel teams. (RF.2.3b)

**Fluency**
- Read grade-level text with purpose and understanding. (RF.2.4a)
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.2.4b)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4c)

#### Speaking and Listening

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (SL.2.1)
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SL.2.2)
- 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. (SL.2.3)
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (SL.2.4)
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.) (SL.2.6)

### Writing

**Text Types and Purposes**
- 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. (W.2.3)

**Production and Distribution of Writing**
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5)
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.2.6)

**Research to Build and Present Knowledge**
- Recall information from experiences or gather information from provided sources to answer a question. (W.2.8)

### Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.2.1)
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (L.2.1d)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.2.2)
- Capitalize holidays, product names, and geographic names. (L.2.2a)
- 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.2.4)
- Use sentence-level context as a clue to the meaning of a word or phrase. (L.2.4a)
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.2.5)
- 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). (L.2.6)

### MATHEMATICS
Represent and solve problems involving addition and subtraction
- 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. (2.OA.1)

Add and subtract within 20, mentally
- Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. (2.OA.2)

Utilize repeated addition
- 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. (2.OA.3)
- Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. (2.OA.4)

Relate addition and subtraction to length
- 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. (2.MD.6)

Reason with shapes and their attributes
- Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (2.G.1)
- Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. (2.G.2)
- 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. (2.G.3)

**SCIENCE**

Earth Systems, Structures, and Processes
- Understand patterns of weather and factors that affect weather. (2.E.1)

**SOCIAL STUDIES**

Civics and Government
- Understand the purpose of governments. (2.C&G.1.1)
- Explain government services and their value to the community (libraries, schools, parks, etc.). (2.C&G.1)
- Explain how governments establish order, provide security, and create laws to manage conflict. (2.C&G.1.2)
- Understand the roles and responsibilities of citizens. (2.C&G.2)
- Exemplify characteristics of good citizenship through historical figures and everyday citizens. (2.C&G.2.1)
- Explain why it is important for citizens to participate in their community. (2.C&G.2.2)

**VISUAL ARTS**

Visual Literacy
- Use the language of visual arts to communicate effectively. (2.V.1)
- Use appropriate art vocabulary when discussing media, processes, or images in art. (2.V.1.1)
- Create original art that expresses ideas about people, neighborhoods, or communities. (2.V.1.2)
- Understand the “story” in works of art. (2.V.1.3)
- Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value. (2.V.1.4)
- Understand characteristics of the Principles of Design, including repetition, movement, emphasis, contrast, balance, and proportion. (2.V.1.5)
- Apply creative and critical thinking skills to artistic expression. (2.V.2)
- Understand that artistic problems have multiple solutions. (2.V.2.1)
- Use personal point of view of the environment as a source of imagery. (2.V.2.2)
- Create art from real and imaginary sources of inspiration. (2.V.2.3)
- Create art using a variety of tools, media, and processes, safely and appropriately. (2.V.3)
- Use a variety of tools safely and appropriately to create art. (2.V.3.1)
- Recognize characteristics of a variety of media. (2.V.3.2)

Contextual Relevancy
- Understand the global, historical, societal, and cultural contexts of the visual arts. (2.CX.1)
- Exemplify visual arts representing the heritage, customs, and traditions of various cultures. (2.CX.1.1)
- Recognize that works of art represent specific time periods. (2.CX.1.2)
- Understand various movements in art and the artists that represent them. (2.CX.1.3)
- Compare art from various cultures. (2.CX.1.4)
- Understand that artists use natural resources in creating art. (2.CX.1.5)
- Understand the interdisciplinary connections and life applications of the visual arts. (2.CX.2)
- Recognize the impact of regional differences on the production of art. (2.CX.2.1)
- Understand relationships between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts. (2.CX.2.2)

**Critical Response**

- Use critical analysis to generate responses to a variety of prompts. (2.CR.1)
- Use art terminology to describe art in terms of subject and physical characteristics. (2.CR.1.1)
- Evaluate personal work, while in progress and at completion. (2.CR.1.2)

### MUSIC

**Musical Literacy**
- Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression. (2.ML.1)
- Apply problem solving strategies to improve musical technique when singing and playing instruments. (2.ML.1.1)
- Use accurate pitch to sing three-pitch patterns. (2.ML.1.2)
- Execute extended rhythmic patterns using body, instruments, or voice. (2.ML.1.3)
- Apply problem solving strategies to improve musical technique when singing and playing instruments. (2.ML.1.1)
- Use accurate pitch to sing three-pitch patterns. (2.ML.1.2)
- Execute extended rhythmic patterns using body, instruments, or voice. (2.ML.1.3)
- Apply changes in music to the elements of dynamics, tempo, melody, and form. (2.ML.1.4)
- Interpret the sound and symbol systems of music. (2.ML.2)
- Interpret rhythm patterns using standard notation for half and quarter notes, half and quarter rests, and beamed eighth notes. (2.ML.2.1)
- Interpret three-pitch songs that use traditional music notation with voice and/or by playing pitched instruments. (2.ML.2.2)
- Use standard notation to notate half and quarter notes, half and quarter rests, and beamed eighth notes. (2.ML.2.3)
- Create music using a variety of sound and notational sources. (2.ML.3)
- Use improvisation to create simple rhythmic and melodic variations on familiar melodies. (2.ML.3.1)
- Create extended rhythmic patterns over a steady beat. (2.ML.3.2)
- Create rhythm patterns using half and quarter notes, half and quarter rests, and beamed eighth notes in duple and triple meter. (2.ML.3.3)

**Contextual Relevancy**
- Understand global, interdisciplinary, and 21st century connections with music. (2.CR.1)
- Exemplify music representing the heritage, customs, and traditions of various cultures. (2.CR.1.1)
- Understand the relationships between music and concepts from other areas. (2.CR.1.2)

**Musical Response**
- Understand the interacting elements to respond to music and music performances. (2.MR.1)
- Illustrate prominent musical characteristics or specific musical events while listening to and/or singing music. (2.MR.1.1)
- Illustrate melodic patterns, dynamics, and forms. (2.MR.1.2)
- Illustrate audience and participant behavior appropriate for the purpose and setting that music is performed. (2.MR.1.3)
- Differentiate various instruments based on how their sounds are produced. (2.MR.1.4)

### HEALTHFUL LIVING - PHYSICAL EDUCATION

**Motor Skills**
- Apply competent motor skills and movement patterns needed to perform a variety of physical activities. (2.MS.1)
- Execute combinations of locomotor skills in different pathways, levels, or directions. (PE.2.MS.1.1)
- Execute a variety of manipulative skills while maintaining good balance and follow-through. (PE.2.MS.1.2)
- Generate smooth and timely transitions between sequential locomotor skills. (PE.2.MS.1.3)
- Apply non-locomotor movements with locomotor patterns and levels in a variety of movement sequences. (PE.2.MS.1.4)

**Movement Concepts**
- Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement. (2.MC.2)
- Use equipment to illustrate multiple movement concepts. (PE.2.MC.2.1)
- Compare three or more of the essential elements of correct form for the five fundamental manipulative skills. (PE.2.MC.2.2)
- Explain the value of feedback in improving motor performance. (PE.2.MC.2.3)
- Illustrate activities that are associated with three or more of the five components of health-related fitness. (PE.2.MC.2.4)