



## Learning Standards by Grade Level

# SECOND GRADE



## DEAR WPS PARENTS

This document outlines the learning targets, or standards, your child will be working toward during his/her academic school year. The goal is for your child to demonstrate proficiency on each of these learning targets by the end of the year. At the end of each quarter, you will receive a report indicating the progress your child has made toward mastery of the learning targets.

The learning targets are taken directly from the proficiency scales teachers use daily to plan and deliver instruction. We invite you to visit our district website, [USD259.org/Grading](https://USD259.org/Grading), to explore the learning targets on the proficiency scales, become familiar with the progression of learning provided on each scale, and review the frequently asked questions and answers regarding standards-referenced instruction and grading.

We are excited about the change to standards-referenced instruction and grading using proficiency scales and learning targets. This reform will support our students in their journey to becoming future ready!

## BEHAVIOR/WORK HABIT TARGETS

### WORK HABITS

- Work Completion: Complete work by designated time
- Participation & Engagement: Listen, participate in class & engage in the learning process on a consistent basis
- Follow Directions: Know & act in accordance to classroom rules & verbal or written directions

### SOCIAL DEVELOPMENT

- Social Awareness: Demonstrate awareness of others' thoughts, feelings & differences (i.e. students appropriately react to others in a variety of situations)
- Interpersonal Skills: Demonstrate communication & social skills to interact effectively within relationships

### PERSONAL DEVELOPMENT

- Self-Awareness: Identify, understand & express personal thoughts & emotions in healthy ways
- Self-Management: Understand & use strategies for managing thoughts/behaviors & setting goals

### CHARACTER DEVELOPMENT

- Core Principles: In a variety of settings, demonstrate traits of good character such as: honesty, kindness, self-control & perseverance
- Decision Making Skills: Demonstrate responsible & effective decision making skills in a variety of settings
- Problem Solving Skills: Develop, implement & model effective problem solving skills in a variety of settings



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### ENGLISH LANGUAGE ARTS LEARNING TARGETS

- Read regularly-spelled one- & two-syllable words with short & long vowels — including correspondences for common vowel teams **RF.2.3**
- Read regularly-spelled words with affixes **RF.2.3d**
- Recognize & read grade-appropriate irregularly spelled words **RF.2.3f**
- Read on-level text orally with accuracy, appropriate rate, & expression on successive readings **RF.2.4b**
- Ask & answer such questions as “who”, “what”, “where”, “when”, “why” & “how” to demonstrate understanding of key details in an informational text **RI.2.1**
- Identify the main idea of a multi-paragraph text **RI.2.2**
- Describe the details in a text that support its main idea **RI.2.2**
- Describe the connection between a series of historical events, people, scientific ideas or concepts, or steps in technical procedures in a text **RI.2.3**
- Determine the meaning of unknown words & phrases choosing flexibly from a variety of strategies **RI.2.4**
- Know & use various text features to navigate a text **RI.2.5**
- Identify what an author is trying to answer, explain or describe in a nonfiction text **RI.2.6**
- Explain how an illustration or image contributes to or clarifies a text **RI.2.7**
- Describe how reasons support specific points the author makes in a text **RI.2.8**
- Compare the most important points in two texts on the same topic **RI.2.9**
- Determine the meaning of an unknown word in informational texts using base words & affixes **RI.2.11c**
- Identify real-life connections between words & their use in informational texts **RI.2.12**
- Distinguish shades of meaning among closely-related verbs & closely-related adjectives in informational texts **RI.2.12b**
- Ask & answer such questions as “who”, “what”, “where”, “when”, “why” & “how” to demonstrate understanding of key details in a literary text **RI.2.1**
- Recount stories, including fables & folktales from diverse cultures, & determine their central message, lesson or moral **RI.2.2**
- Describe how a character responds to major events & challenges in a narrative text **RI.2.3**
- Describe how words & phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm & meaning in a story, poem, or song **RI.2.4**
- Describe the overall structure of a story including describing how the beginning introduces the story & the ending concludes the action **RI.2.5**
- Describe differences in the points of view of characters in a text **RI.2.6**
- Compare two or more versions of the same story by different authors or from different cultures **RI.2.9**
- Determine the meaning of an unknown word in literary texts using base words & affixes **RI.2.11c**
- Identify real-life connections between words & their use in literary texts **RI.2.12**
- Distinguish shades of meaning among closely-related verbs & closely-related adjectives in literary texts **RI.2.12b**
- Produce complete simple sentences & compound sentences **SL.2.6**
- State an opinion about an experience **W.2.1**
- Give multiple reasons for an opinion **W.2.1**
- Write informational or explanatory texts in which they introduce a topic at the beginning of a text **W.2.2**
- Use facts, definitions & examples to develop points **W.2.2**
- Provide a concluding statement or section **W.2.2**
- Write narratives in which they recount a well elaborated event or sequence of events & using temporal words to show event order **W.2.3**
- Use descriptive details to describe the setting & characters in a narrative **W.2.3**
- With guidance & support from adults & peers, replace informal words with formal words in a draft **W.2.5**
- With guidance & support from adults & peers, expand descriptions & explanations in a draft **W.2.5**
- Recall information from experiences or gather information from provided sources to answer a question **W.2.8**
- Use collective & irregular plural nouns correctly **W.2.10b**
- Use reflexive pronouns correctly **W.2.10c**
- Use regular & irregular past tense verbs **W.2.10d**
- Use adjectives & adverbs correctly to modify words **W.2.10e**
- Expand & rearrange complete simple & compound sentences **W.2.10f**
- Edit for capitalization of holidays, product names & geographic locations **W.2.11a**
- Edit for correct use of punctuation, including commas in greetings & closings of letters **W.2.11b**
- Edit for properly-formed contractions and frequently-occurring possessives **W.2.11c**
- Generalize learned spelling patterns when writing words **W.2.11d**
- Consult reference materials, such as dictionaries & glossaries, to check & correct spelling **W.2.11e**



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### MATH LEARNING TARGETS

- Recognize & draw shapes having specified attributes & identify triangles, quadrilaterals, pentagons, hexagons & cubes **2.G.1**
- Partition a rectangle into rows & columns of same size squares & find the total number **2.G.2**
- Partition circles & rectangles into two, three or four equal shares, describe the shares using precise fractional words & phrases & recognize that equal shares of identical wholes need not have the same shape **2.G.3**
- Generate measurement data by measuring lengths of several objects & show the measurements by making a line plot **2.MD.10**
- Draw picture & bar graphs to represent data with up to four categories **2.MD.11**
- Solve simple put-together, take-part & compare problems using information presented in a bar graph **2.MD.11**
- Estimate lengths using whole units of inches, feet, centimeters & meters **2.MD.3**
- Measure to determine how much longer one object is than another expressing the difference in terms of a standard unit **2.MD.4**
- Use addition & subtraction within 100 to solve 1- & 2-step word problems involving lengths that are given in the same unit **2.MD.5**
- Represent whole numbers as lengths from 0 on a number line diagram & represent whole-number sums & differences within 100 on a number line diagram **2.MD.6**
- Tell & write time from analog & digital clocks to the nearest 5 minutes (including numbers & common language) **2.MD.7**
- Solve word problems (including writing an equation) involving dollar bills & coins (not mixed), using the symbols for dollars and cents **2.MD.8**
- Identify coins & bills & their values **2.MD.9**
- Demonstrate & explain defining attributes of three-digit numbers & compose & decompose three-digit numbers in multiple ways **2.NBT.1; 2.NBT.1a-c**
- Count within 1,000 by 2s, 5s, 10s & 100s starting at any number & explain & generalize the patterns **2.NBT.2**
- Read & write numbers within 1,000 using base-10 numerals, number names, expanded form & unit form **2.NBT.3**
- Compare two 3-digit numbers using greater than, less than, equal to & unequal to relational symbols **2.NBT.4**
- Fluently (efficiently, accurately, flexibly & appropriately) add & subtract within 100 **2.NBT.5**
- Add up to four two-digit numbers using strategies based on place value & properties of operations **2.NBT.6**
- Add or subtract within 1,000 using a variety of strategies & relate the strategy to a written method **2.NBT.7**
- Solve one-step & two-step addition & subtraction word problems within 100 involving a variety of situations & the unknown in any position **2.OA.1**
- Fluently (efficiently, accurately, flexibly & appropriately) add & subtract within 20 using mental strategies **2.OA.2**
- Write an equation to express an even number as a sum of two equal addends **2.OA.3**
- Determine whether a group of up to 20 objects has an odd or even number of members **2.OA.3**
- Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows & columns & write an equation to express the sum of equal addends **2.OA.4**

### SCIENCE & SOCIAL STUDIES LEARNING TARGETS

- Science: Make observations of plants & animals to compare the diversity of life in different habitats **2-LS4-1**
- Social Studies: Explain the use & purpose of money **2-1.1**
- Social Studies: Explain what happens when buyers & sellers exchange goods & services **2-5.1**



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### PHYSICAL EDUCATION LEARNING TARGETS

- Perform skip, leap, jump & land using a mature motor pattern **1**
- Throw an object overhand showing opposition & side orientation **1**
- Catch a bounced & tossed object from a partner using only the hands **1**
- Follow a combination of rhythmic movements to music with a specific tempo (slow-slow, fast-fast-fast) using both sides of the body **1**
- Dribble with dominant hand & attempt non-dominant hand in general space while starting & stopping movement **1**
- Dribble with the inside of feet, in general space at a slow jog, while controlling the body & ball **1**
- Strike an object with a short or long-handled implement showing proper grip **1**
- Kick a moving ball using an approach **1**
- Volley a lightweight object using hands to a partner **1**
- Jump forward & backwards with a self-turned rope &/or jump a long rope multiple times while staying in one spot **1**
- Understand the difference between various pathways **2**
- Differentiate between speeds **2**
- Identify two of the five health-related components of fitness, and identify an activity that works on each of those components **3**
- Follow directions **4**
- Demonstrate positive behavior when working with a partner regardless of differences **4**
- Describe positive ways to celebrate individual, partner or group success during physical activity **5**

### ART LEARNING TARGETS

- Connect art making to personal experiences, both in and out of school **CN.1**
- Investigate art that has been created throughout history & by cultures around the world **CN.2**
- Tell stories and/or communicate ideas through art-making **CR.1**
- Organize & develop artistic ideas & work **CR.2**
- Mix secondary colors with accuracy **CR.2**
- Draw from observation **CR.2**
- Control materials **CR.3**
- Respond to art by looking, listening, speaking &/or writing **RE.1**

### MUSIC LEARNING TARGETS

- Create new musical ideas within specified guidelines **Cr.1.2**
- Analyze & perform specific pitches with tonal solfege (such as so, mi, la) **Pr.2.2b**
- Demonstrate knowledge of iconic or standard musical rhythmic notation **Re.3.2**