



# Huntington Beach City School District

## Common Core State Standards Grade Level Learning Descriptors

### Second Grade ENGLISH/LANGUAGE ARTS

#### Reading Foundational Skills

- **Phonics and Word Recognition** – distinguish long and short vowels when reading regularly spelled one-syllable words; know spelling-sound correspondences for additional common vowel teams; decode regularly spelled two-syllable word with long vowels; decode words with common prefixes and suffixes; identify words with inconsistent but common spelling-sound correspondences; recognize and read grade-appropriate irregularly spelled words.
- **Fluency** – read on-level text with purpose and understanding; read on-level text orally with accuracy, appropriate rate, and expression on successive readings; use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Reading Literature

- **Key Ideas and Details** – ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text; recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral; describe how characters in a story respond to major events and challenges.
- **Craft and structure** – describe how words and phrases supply rhythm and meaning in a story, poem, or song; describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action; 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** – use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot; compare and contrast two or more versions of the same story by different authors or from different cultures.

#### Reading Informational Text

- **Key Ideas and Details** – ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text; identify the main topic of a multi-paragraph text well as the focus of specific paragraphs within the text; describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **Craft and Structure** – determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area; know and use various text features to locate key facts or information in a text efficiently; identify the main purpose of a text including what the author wants to answer, explain, or describe.
- **Integration of Knowledge and Ideas** – explain how specific images contribute to and clarify a text; describe how reasons support specific points the author makes in a text; compare and contrast the most important points presented by two texts on the same topic.

#### Writing

- **Text Types and Purposes** – 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 to connect opinion and reasons, and provide a concluding statement or section; write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide concluding statement or section; 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** – with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing; with guidance and support from adults, use a variety of digital tools to produce and publish writing, concluding in collaboration with peers.
- **Research to Build and Present Knowledge** – 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); recall information from experiences or gather information from provided sources to answer a question.

#### Language

- **Conventions of Standard English** – use collective nouns; form and use frequently occurring irregular plural nouns; use reflexive pronouns; form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told); use adjectives and adverbs, and choose between them depending on what is to be modified; produce, expand, and rearrange complete simple and compound sentences; capitalize holidays, product names, and geographic names; use commas in greetings and closings of letters; use an apostrophe to form contractions and frequently occurring possessives; generalize learned spelling patterns when writing words; consult reference materials, including beginning dictionaries, as needed, to check and correct spellings.
- **Knowledge of the Language** – use knowledge of language and its conventions when writing, speaking, reading, or listening; compare formal and informal uses of English.



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#### Language (Continued)

- **Vocabulary Acquisition and Use** - use sentence-level context as a clue to the meaning of a word or phrase; determine the meaning of the new word formed when a known prefix is added to a known word; use a known root word as a clue to the meaning of an unknown word with the same root; use knowledge of the meaning of individual words to predict the meaning of compound words; use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases; identify real-life connections between words and their use; distinguish shades of meaning among closely related verbs and closely related adjectives; use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

#### Speaking and Listening

- **Comprehension and Collaboration** - participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups; follow agreed-upon rules for discussions; build on others' talk in conversations by linking their comments to the remarks of others; ask for clarification and further explanation as needed about the topics and texts under discussion; recount or describe key ideas or details from a text read aloud or information presented orally or through other media; 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** - tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences; 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; produce complete sentences when appropriate to task

## Second Grade

### MATHEMATICS

#### Operations and Algebraic Thinking

- **Represent and solve problems involving addition and subtraction** - use addition and subtraction within 100 to solve one- and two-step word problems.
- **Add and subtract within 20** - fluently add and subtract within 20 using mental strategies; know from memory all sums of two one-digit numbers.
- **Work with equal groups of objects to gain foundations for multiplication** - determine whether a group of objects (up to 20) has an odd or even number of members, use addition to find the total number objects arranged in rectangular arrays; use repeated addition and counting by multiples to demonstrate multiplication; use repeated subtraction and equal group sharing to demonstrate division.

#### Number and Operations in Base Ten

- **Understand place value** - understand that the three-digits of a three-digit number represent amounts of hundreds, tens, and ones; count within 1000, skip-count by 2s, 5s, 10s, and 100s; read and write numbers to 1000 using base-ten numerals, number names, and expanded form; compare two three-digit numbers.
- **Use place value understanding and properties of operations to add and subtract** - fluently add and subtract within 100; add up to four two-digit numbers; add and subtract within 1000; use estimation strategies in computation and problem solving with numbers up to 1000; make reasonable estimates when adding or subtracting; mentally add or subtract 10 or 100 to a given number 100-900; explain why addition and subtraction strategies work.

#### Measurement and Data

- **Measure and estimate lengths in standard units** - measure the length of an object by selecting and using appropriate tools; measure the length of an object twice, using length units of different lengths for the two measurements; estimate lengths using units of inches, feet, centimeters, and meters; verify reasonableness of the estimate when working with measurements; measure to determine how much longer one object is than another.
- **Relate addition and subtraction to length** - use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units; represent whole numbers as lengths from 0 on a number line diagram.
- **Work with time and money** - tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year); solve word problems involving combinations of dollar bills, quarters, dimes, nickels, and pennies; use \$ and ¢ symbols appropriately.
- **Represent and interpret data** - generate measurement data by measuring lengths of several objects to objects to the nearest whole unit; draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.

#### Geometry

- **Reason with shapes and their attributes** - recognize and draw shapes having specified attributes; partition a rectangle into rows and columns of same-size squares and count to find the total number of them; partition circles and rectangles into two, three, or four equal shares, describe that shares using the words halves, thirds, half of, a third of.



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Common Core State Standards and Grade Level Technology Competencies can be found on our website (please click on the following):  
[www.hbcasd.us](http://www.hbcasd.us) - Parents / Educational Services / Common Core Standards

The following assessment methods may be utilized to determine your child's progress toward mastery of the standards:

- ✓ Student performance and participation during class activities and discussions
- ✓ Performance tasks
- ✓ Teacher observation (whole group and small group)
- ✓ One-on-one assessments (teacher and student)
- ✓ Class work, projects, and writing samples
- ✓ Summative assessments (paper pencil and / or online)