

DOWNEY UNIFIED SCHOOL DISTRICT
Educational Services

Grade Two Common Core State Standards

With the change to the Common Core State Standards in English language arts and mathematics, the DUSD report card in grades K-5 have been revised to align to the new State Standards.

Please use this document as a reference when reviewing your child's report card. This parent guide includes "I Can" statements that present the English Language Arts and Mathematics standards in a more user-friendly format.

Reading - Literature	Reading - Informational Text
"I Can" Read Fiction	"I Can" Read Nonfiction
<p><u>Key Ideas & Details</u> I can read, understand and tell about fiction. I can...</p> <p>RL.2.1 ask and answer who, what, where, when, why and how questions to show that I understand stories.</p> <p>RL.2.2 remember and tell different kinds of stories and share what the author is trying to teach.</p> <p>RL.2.3 describe how characters in a story react to important events in the story.</p> <p><u>Craft & Structure</u></p> <p>RL.2.4 I can tell how words in stories, poems or songs can give them rhythm and help people understand them better. I can...</p> <p>RL.2.5 describe how a story is written including the important parts of a beginning and an ending.</p> <p>RL.2.6 show that I know the characters in a story by telling about them or by using different character voices when I read aloud.</p> <p><u>Integration of Knowledge & Ideas</u></p> <p>RL.2.7 I can use what I learn from pictures and words to show that I understand the characters, setting and events of a story. I can...</p> <p>RL.2.9 tell how two or more tellings of a story can be the same and different.</p> <p><u>Range of Reading & Level of Complexity</u></p> <p>RL.2.10 I can read and understand second grade stories and poems by myself.</p>	<p><u>Key Ideas & Details</u> I can read, understand and tell about nonfiction. I can...</p> <p>RI.2.1 ask and answer who, what, where, when, why and how questions to show that I understand nonfiction.</p> <p>RI.2.2 tell the main idea of a piece of nonfiction, including the focus of important paragraphs.</p> <p>RI.2.3 make connections between different events in history.</p> <p>RI.2.3 make connections between different science ideas.</p> <p>RI.2.3 make connections between the different steps in a set of directions.</p> <p><u>Craft & Structure</u></p> <p>RI.2.4 I can figure out the meanings of words when I am studying a second grade topic. I can...</p> <p>RI.2.5 understand and use all the helpful parts of nonfiction books to find important facts and details quickly.</p> <p>RI.2.6 tell the author's main purpose in nonfiction writing.</p> <p><u>Integration of Knowledge & Ideas</u></p> <p>RI.2.7 I can use diagrams and pictures to help me understand nonfiction. I can...</p> <p>RI.2.8 describe how reasons support the points that an author is trying to make.</p> <p>RI.2.9 tell how the important points in two pieces of nonfiction about the same topic are the same and different.</p> <p><u>Range of Reading & Level of Complexity</u></p> <p>RI.2.10 I can read and understand second grade nonfiction by myself.</p>

Reading – Foundational Skills

“I Can” Read

Phonics & Word Recognition

I can read words by using what I know about letters and sounds. I can..

RF.2.3 show what I have learned about letters and sounds by figuring out words.

RF.2.3A read long and short vowels correctly in words.

RF.2.3B spell and read vowel teams.

RF.2.3C read longer words with long vowel sounds.

RF.2.3D read words with prefixes and suffixes.

RF.2.3E find words that don't follow normal spelling rules, but are common.

RF.2.3F read second grade words that aren't spelled the way they sound.

Fluency

I can read and understand books at my level well. I can...

RF.2.4 read and understand books at my level well.

RF.2.4A read and understand second grade books.

RF.2.4B read second grade books aloud like a teacher would read them.

RF.2.4C stop when I am reading and fix words that I mess up or don't sound right.

Writing

“I Can” Write

Text Types & Purposes

I can write different types of writing for different reasons. I can...

W.2.1 write my opinion about a topic and give reasons for my thinking.

W.2.2 write to teach about a topic by giving facts and definitions about the topic.

W.2.3 write to tell an organized story with details about events, thoughts and feelings.

Production & Distribution of Writing

I can make my writing better and get it ready for others to read. I can...

W.2.5 listen to others' ideas to revise and edit my writing and make it better.

W.2.6 use a computer or tablet to publish my writing.

Research to Build & Present Knowledge

I can research topics with my class to help us write about them. I can...

W.2.7 help my class explore books and write about what we learn.

W.2.7 work with friends to make and record notes about science experiments.

W.2.8 use what I have learned to answer questions or I can find out the answers somewhere else.

Language

“I Can” Use Proper English

Conventions of Standards English

I can use proper English when I write and speak. I can...

L.2.1 show that I know how to use words correctly when I write and speak.

L.2.1A use collective nouns (a group of people, a pride of lions).

L.2.1B make and use irregular plural nouns correctly. (feet, children, teeth, mice, fish)

L.2.1C use reflexive pronouns (himself, myself, ourselves).

L.2.1D make and use common regular verbs (sat, hid, told).

L.2.1E use adjectives and adverbs correctly.

- L.2.1F make and use complete simple and compound sentences.
- L.2.2 show that I know how to write sentences correctly.
 - L.2.2A use capital letters at the beginnings of holidays, product names and places on a map.
 - L.2.2B use commas in greetings and closings of letters.
 - L.2.2C use apostrophes to make contractions.
 - L.2.2C use apostrophes to show possession.
 - L.2.2D use spelling patterns I have learned to write words.
 - L.2.2E use tools like a dictionary to check and correct my spelling.

Knowledge of Language

I can use what I know about language in different situations. I can...

- L.2.3 write, speak, read and listen by using what I know about the English language.
 - L.2.3A compare formal and informal ways that people speak English.

Vocabulary Acquisition & Use

I can figure out what words mean and use them in different situations. I can...

- L.2.4 figure out what words mean by using the strategies I know and by thinking about what I have read.
 - L.2.4A use context clues to help me understand new words.
 - L.2.4B use prefixes that I know to help me understand new words.
 - L.2.4C use root words to help me understand new words.
 - L.2.4D use the meanings of the two smaller words in a compound word to make a prediction about what it means.
 - L.2.4E use glossaries, dictionaries or the internet to help me find the meanings of new words.
- L.2.5 figure out how words are related and how their meanings might be alike.
 - L.2.5A find real-life connections between words and the way they are used. (foods that are spicy or juicy)
 - L.2.5B tell the difference between similar verbs. (toss, throw, hurl)
 - L.2.5B tell the difference between similar adjectives. (thin, slender, skinny, scrawny)
- L.2.6 use the new words I learn in different ways to show that I know what they mean.

Speaking and Listening

“I Can” Share & Listen

Comprehension & Collaboration

I can have and understand conversations with all kinds of people. I can...

- SL.2.1 show that I know how to have good conversations with my friends and teachers.
 - SL.2.1A listen, wait to take my turn and be respectful when I am having conversations.
 - SL.2.1B make conversations better by making connections between others' comments.
 - SL.2.1C ask questions during conversations to help me understand what is being shared.
- SL.2.2 talk about the important ideas and details after I listen to someone read or speak.
- SL.2.3 ask and answer questions about what a speaker says to help me understand the information better.

Presentation of Knowledge & Ideas

I can share my ideas and what I have learned. I can...

- SL.2.4 tell or share a story with important details to help others understand.
- SL.2.4 speak loudly, clearly and in complete sentences when I tell or share a story.
- SL.2.5 make a recording of a story or poem.
- SL.2.5 use drawings or other things like that to help people understand me better.
- SL.2.6 speak and share my ideas in complete sentences when someone asks me a question.

Operations & Algebraic Thinking

"I Can" Do Math

Represent & solve problems involving addition & subtraction.

I can write and solve problems using addition and subtraction. I can...

2.OA.A.1 use strategies to solve addition word problems. (within 100)

2.OA.A.1 use strategies to solve subtraction word problems. (within 100)

Add & subtract within 20.

I can add and subtract any numbers from 0 to 20 in my mind.

2.OA.B.2 I know my addition facts.

2.OA.B.2 I know my subtraction facts.

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

I can work with equal groups of objects to help me start to understand multiplication. I can...

2.OA.C.3 group objects to tell if a number is odd or even.

2.OA.C.3 write a number sentence to show how adding two of the same number will equal an even number.

2.OA.C.4 use addition to help me figure out how many objects are in an array.

2.OA.C.4 write a number sentence to show the total number of objects are in an array.

Numbers & Operations in Base Ten

"I Can" Do Math

Understand place value.

I can understand place value. I can...

2.NBT.A.1 understand and use hundreds, tens and ones.

2.NBT.A.1A show that I understand that a bundle of ten "tens" is called a "hundred".

2.NBT.A.1B show that I understand the numbers I use when I count by hundreds, have a certain number of hundreds, 0 tens and 0 ones.

2.NBT.A.2 count to 1,000 by 1s, 5s, 10s and 100s.

2.NBT.A.3 read and write numbers to 1,000 in different ways.

2.NBT.A.4 compare three-digit numbers using $<$, $=$, and $>$ because I understand hundreds, tens and ones.

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

I can use what I know about place value to help me add and subtract. I can...

2.NBT.B.5 add two-digit numbers.

2.NBT.B.5 subtract two-digit numbers.

2.NBT.B.6 add up to four 2-digit numbers.

2.NBT.B.7 use strategies to add numbers within 1000 and know when to regroup.

2.NBT.B.7 use strategies to subtract numbers within 1000 and know when to borrow.

2.NBT.B.8 add and subtract 10 or 100 to any number from 100 to 900 in my head.

2.NBT.B.9 explain why adding and subtracting strategies work using what I know about place value.

Measurement & Data

I Can" Do Math

Measure & estimate lengths in standard units.

I can measure and estimate lengths of objects. I can...

2.MD.A.1 use different tools to measure objects.

2.MD.A.2 use two different units to measure the same object and tell how the measurements compare.

2.MD.A.3 estimate the lengths of objects using inches, feet, centimeters and meters.

2.MD.A.4 tell the difference in the lengths of two different objects.

Relate addition & subtraction to length.

I can use what I know about addition and subtraction to understand length. I can...

2.MD.B.5 use addition and subtraction to solve measurement problems.

2.MD.B.6 make and use a number line.

Work with time & money.

I can understand how to tell time. I can...

2.MD.C.7 tell time to five minutes.

2.MD.C.7 use a.m. and p.m. in the right ways.

I can count money. I can...

2.MD.C.8 count money to help me solve word problems.

Represent & interpret data.

I can understand how information is shared using numbers. I can...

2.MD.D.9 make a table to organize information about measurement.

2.MD.D.9 show measurements with a line plot.

2.MD.D.10 draw a picture graph to share number information.

2.MD.D.10 draw a bar graph to share number information.

2.MD.D.10 solve problems using information from a bar graph.

Geometry

I Can" Do Math

Reason with shapes & their attributes.

I can understand shapes better by using what I notice about them. I can...

2.G.A.1 name and draw shapes. (I know triangles, quadrilaterals, pentagons, hexagons and cubes.)

2.G.A.2 find the area of a rectangle by breaking it into equal sized squares.

2.G.A.3 divide shapes into equal parts and describe the parts with words like halves or thirds.

2.G.A.3 understand that equal parts of a shape may look different depending on how I divide the shape.