

Reading/Language Arts		
	<i>Actual Standard Description</i>	<i>User-Friendly Wording</i>
Reading Comprehension		
	<p>RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p> <p>RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>RI.1 Ask and answer questions to show understanding of what is being read.</p> <p>RI.2 Talk about the most important details in the information read and the focus of multiple paragraphs.</p> <p>RI.3 Describe how people, historical events, scientific ideas are related.</p> <p>RI.4 Figure out the meanings of unknown words and phrases in a text.</p>
	<p>RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.3 Describe how characters in the story respond to major events and challenges.</p> <p>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.</p>	<p>RL.1 Ask and answer who, what, where, when, why and how questions to show understanding of stories.</p> <p>RL.2 Tell different kinds of stories and share what the author is trying to teach.</p> <p>RL.3 Describe characters in stories and explain how they react to events in the story.</p> <p>RL.4 Figure out the meanings of unknown words and phrases in a text.</p>
Speaking and Listening		
	<p>SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>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.</p>	<p>SL.1 Successfully participate in discussions.</p> <p>SL.4 Share a report, story, or experience using important details and complete sentences to help others understand.</p> <p>SL.5 Create engaging recordings of stories or poems to show fluency in reading and create visual presentations to help share facts and details better.</p>
Writing		

	<p>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.</p> <p>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.</p> <p>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.</p>	<p>W.1 Write to share an opinion and give reasons to support that opinion.</p> <p>W.2 Write to inform and explain ideas to others clearly.</p> <p>W.3 Write organized stories that have many of details.</p>
Foundational Skills		
	RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF.3 Demonstrate knowledge of letters and sounds by figuring out words.
Language		
	<p>L.1 Demonstrate a command of standard English grammar and usage when writing or speaking.</p> <p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5 Demonstrate understanding of word relationships, figurative language, and word nuances.</p>	<p>L.1 Use grade-appropriate, proper English when writing and speaking.</p> <p>L.2 Use grade-appropriate, conventions while writing.</p> <p>L.5 Demonstrate understanding of word relationships, figurative language, and word nuances.</p>
Mathematics		
	<i>Actual Standard Description</i>	<i>User-Friendly Wording</i>
Operations and Algebraic Thinking		
	OA.A.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.	OA.A.1 Use strategies to solve addition and subtraction word problems (within 100).
	OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	OA.B.2 Add and subtract any numbers from 0 to 20 using mental math.

	<p>OA.C.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.</p> <p>OA.C.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.</p>	<p>OA.C.3 Group objects to tell if a number is odd or even. Write a number sentence to show how adding two of the same number will equal an even number.</p> <p>OA.C.4 Use addition to figure out how many objects are in an array. Write a number sentence to show the total number of objects in an array.</p>
Numbers and Operations Base 10		
	<p>NBT.A.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.</p> <p>NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>NBT.A.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.</p> <p>NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>NBT.B.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.</p> <p>NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p> <p>NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p>NBT.A.1 Understand and use hundreds, tens, and ones.</p> <p>NBT.A.2 Count to 1,000 by 1s, 5s, 10s, and 100s.</p> <p>NBT.A.3 Read and write numbers to 1,000 in different ways.</p> <p>NBT.A.4 Compare three-digit numbers using $<$, $=$, and $>$ using what is known about hundreds, tens, and ones.</p> <p>NBT.B.5 Add and subtract two-digit numbers.</p> <p>NBT.B.6 Add up to four 2-digit numbers.</p> <p>NBT.B.7 Use strategies to subtract numbers within 1,000 and know when to borrow.</p> <p>NBT.B.8 Add and subtract 10 or 100 to or from any number from 100 to 900 using mental math.</p> <p>NBT.B.9 Use place value to explain why adding and subtracting strategies work.</p>
Measurements and Data		

	<p>MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>MD.A.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.</p> <p>MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>	<p>MD.A.1 Use different tools to measure objects.</p> <p>MD.A.2 Use two different units to measure the same object and tell how the measurements compare.</p> <p>MD.A.3 Estimate the lengths of objects using inches, feet, centimeters, and meters.</p> <p>MD.A.4 Tell the different in lengths of two different objects.</p>
	<p>MD.B.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.</p> <p>MD.B.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.</p>	<p>MD.B.5 Use addition and subtraction to solve measurement problems.</p> <p>MD.B.6 Make and use a number line.</p>
	<p>MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>MD.C.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?</p>	<p>MD.C.7 Tell time to the nearest 5 minutes. Use a.m. and p.m. in the correct ways.</p> <p>MD.C.8 Count money to solve word problems.</p>
	<p>MD.D.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.</p> <p>MD.D.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.</p>	<p>MD.D.9 Make a table to organize information about measurement. Show measurements with a line plot.</p> <p>MD.D.10 Draw a picture graph to share number information. Draw a bar graph to share number information. Solve problems using information from a bar graph.</p>
<p>Geometry</p>		

	<p>G.A.1 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.</p> <p>G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p>G.A.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.</p>	<p>G.A.1 Name and draw shapes.</p> <p>G.A.2 Find the area of a rectangle by breaking it into equal-sized squares.</p> <p>G.A.3 Divide shapes into equal parts and describe the parts with words like "halves" or "thirds". Understand that equal parts of a shape may look different depending on how the shape is divided.</p>
Science		
	<i>Actual Standard Description</i>	<i>User-Friendly Wording</i>
Physical Science		
	<p>PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p> <p>PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose</p> <p>PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.</p> <p>PS1-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</p>	<p>PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p> <p>PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose</p> <p>PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.</p> <p>PS1-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</p>
Life Science		
	<p>LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p> <p>LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants</p>	<p>LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p> <p>LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants</p>
	<p>LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.</p>	<p>LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.</p>
Earth and Space Science		
	<p>ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p>	<p>ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p>
	<p>ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land</p>	<p>ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land</p>
Labs and Activities		

	ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
Social Studies		
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Inquiry		
	IS.1.K-2 Create questions to help guide inquiry about a topic with guidance from adults and/or peers.	IS.1.K-2 Create questions to help guide inquiry about a topic with guidance from adults and/or peers.
	IS.3.K-2 Gather information from one or two sources with guidance and support from adults and/or peers.	IS.3.K-2 Gather information from one or two sources with guidance and support from adults and/or peers.
	IS.4.K-2 Evaluate a source by distinguishing between fact and opinion.	IS.4.K-2 Evaluate a source by distinguishing between fact and opinion.
	IS.5.K-2 Ask and answer questions about arguments and explanations.	IS.5.K-2 Ask and answer questions about arguments and explanations.
Geography		
	G.2.2 Identify some cultural and environmental characteristics of your community and compare to other places.	G.2.2 Identify some cultural and environmental characteristics of your community and compare to other places.
History		
	H.1.2 Summarize changes that have occurred in the local community over time.	H.1.2 Summarize changes that have occurred in the local community over time.
	H.2.2 Compare individuals and groups who have shaped a significant historical change.	H.2.2 Compare individuals and groups who have shaped a significant historical change.
Art		
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Creating		
	CR1.1 Creativity and innovative thinking are essential life skills that can be developed.	CR1.1 Extend work, show growth in skills.
	CR2.3 Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	CR2.3 Create original, innovative, and/ or daring work. Consciously experiment with the process of art and taking risks.
	CR3.1 Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	CR3.1 Reflect upon their artwork and make improvements. Consistently stay focused on their artwork through practice and conversation.
Responding		
	RE8.1 People gain insights into meanings of artworks by engaging in the process of art criticism.	RE8.1 Be cooperative and generous in discussion. Ask pertinent questions.

Connecting		
	CN10.1 Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	CN10.1 Create an artwork and relate it to a personal experience by connecting it to an interest, observation or a memory.
Music		
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Creating		
	CR1.1 Generate and conceptualize artistic ideas and work.	CR1.1 Generate and conceptualize artistic ideas and work.
	CR2.1 Organize and develop artistic ideas and work.	CR2.1 Organize and develop artistic ideas and work.
	CR3.1 Revise, refine, and complete artistic work.	CR3.1 Revise, refine, and complete artistic work.
Performing		
	PR4.1 People gain insights into meanings of artworks by engaging in the process of art criticism.	PR4.1 People gain insights into meanings of artworks by engaging in the process of art criticism.
	PR5.1 Develop and refine artistic techniques and work for presentation.	PR5.1 Develop and refine artistic techniques and work for presentation.
	PR6.1 Convey meaning through the presentation of artistic work.	PR6.1 Convey meaning through the presentation of artistic work.
Technology		
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Digital Citizen		
	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	Understand how to be safe online in a digital world while using technology independently and responsibly to make safe choices.
Creative Communicator		
	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	Understand the difference in technology resources, tools and apps available to create various artifacts.
Physical Education		
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Movement Skills		
	19.A Demonstrate physical competency in a variety of motor skills and movement patterns 19.B Analyze various movement concepts and applications 19.C Demonstrate knowledge of rules, safety, and strategies during physical activity	19.A Demonstrate physical competency in a variety of motor skills and movement patterns 19.B Analyze various movement concepts and applications 19.C Demonstrate knowledge of rules, safety, and strategies during physical activity
Team Building		

	21.A Demonstrate personal responsibility during group physical activities 21.B Work cooperatively with another to accomplish an assigned task	21.A Demonstrate personal responsibility during group physical activities 21.B Work cooperatively with another to accomplish an assigned task
Social Emotional Learning		
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Develop self-awareness and self-management skills to achieve school and life success		
	<p>GOAL 1</p> <p>A. Identify and manage one’s emotions and behavior.</p> <p>1.A.1a. Recognize and accurately label emotions and how they are linked to behavior.</p> <p>1.A.1b. Demonstrate control of impulsive behavior.</p> <p>B. Recognize personal qualities and external supports.</p> <p>1.B.1.a Identify one’s likes and dislikes, needs and wants, strengths and challenges.</p> <p>1.B.1b. Identify family, peer, school, and community strengths.</p> <p>C. Demonstrate skills related to achieving personal and academic goals.</p> <p>1.C.1a. Describe why school is important in helping students achieve personal goals.</p> <p>1.C.1b. Identify goals for academic success and classroom behavior.</p>	<p>GOAL 1</p> <p>A. Identify and manage one’s emotions and behavior.</p> <p>1.A.1a. Recognize and accurately label emotions and how they are linked to behavior.</p> <p>1.A.1b. Demonstrate control of impulsive behavior.</p> <p>B. Recognize personal qualities and external supports.</p> <p>1.B.1.a Identify one’s likes and dislikes, needs and wants, strengths and challenges.</p> <p>1.B.1b. Identify family, peer, school, and community strengths.</p> <p>C. Demonstrate skills related to achieving personal and academic goals.</p> <p>1.C.1a. Describe why school is important in helping students achieve personal goals.</p> <p>1.C.1b. Identify goals for academic success and classroom behavior.</p>
Use social-awareness and interpersonal skills to establish and maintain positive relationships		
	<p>GOAL 2</p> <p>A. Recognize the feelings and perspectives of others.</p> <p>2.A.1a. Recognize that others may experience situations differently from oneself.</p> <p>2.A.1b. Use listening skills to identify the feelings and perspectives of others.</p> <p>B Recognize individual and group similarities and differences.</p> <p>2.B.1a. Describe the ways that people are similar and different.</p> <p>2.B.1b. Describe positive qualities in others.</p> <p>C. Use communication and social skills to interact effectively with others.</p> <p>2.C.1a. Identify ways to work and play well with others.</p> <p>2.C.1b. Demonstrate appropriate social and classroom behavior.</p> <p>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p> <p>2.D.1a. Identify problems and conflicts commonly experienced by peers.</p> <p>2.D.1b. Identify approaches to resolving conflicts constructively.</p>	<p>GOAL 2</p> <p>A. Recognize the feelings and perspectives of others.</p> <p>2.A.1a. Recognize that others may experience situations differently from oneself.</p> <p>2.A.1b. Use listening skills to identify the feelings and perspectives of others.</p> <p>B Recognize individual and group similarities and differences.</p> <p>2.B.1a. Describe the ways that people are similar and different.</p> <p>2.B.1b. Describe positive qualities in others.</p> <p>C. Use communication and social skills to interact effectively with others.</p> <p>2.C.1a. Identify ways to work and play well with others.</p> <p>2.C.1b. Demonstrate appropriate social and classroom behavior.</p> <p>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p> <p>2.D.1a. Identify problems and conflicts commonly experienced by peers.</p> <p>2.D.1b. Identify approaches to resolving conflicts constructively.</p>

Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

GOAL 3
A. Consider ethical, safety, and societal factors in making decisions.
3.A.1a. Explain why unprovoked acts that hurt others are wrong.
3.A.1b. Identify social norms and safety considerations that guide behavior.
B. Apply decision-making skills to deal responsibly with daily academic and social situations.
3.B.1a. Identify a range of decisions that students make at school.
3.B.1b. Make positive choices when interacting with classmates.
C. Contribute to the well-being of one's school and community.
3.C.1a. Identify and perform roles that contribute to one's classroom.
3.C.1b. Identify and perform roles that contribute to one's family.

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