



## English-Language Arts

### Reading:

#### **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development:**

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

#### **2.0 Reading Comprehension:**

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.

#### **3.0 Literary Response and Analysis:**

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

### Writing:

#### **1.0 Writing Strategies:**

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

#### **2.0 Writing Applications (Genres and Their Characteristics):**

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

### Written and Oral English Language Conventions

#### **1.0 Written and Oral English Language Conventions:**

Students write and speak with a command of standard English conventions appropriate to this grade level.

### Listening and Speaking:

#### **1.0 Listening and Speaking Strategies:**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

#### **2.0 Speaking Applications (Genres and Their Characteristics):**

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Start 1.0.

### **How parents can help . . .**

- ✓ *Start a family reading time – take turns reading aloud from a book for at least 30 minutes each day.*
- ✓ *Give books and magazine subscriptions as gifts.*
- ✓ *Visit school often and ask to see student work demonstrating your child's progress.*
- ✓ *Ask to see what proficient second grade work looks like so you can get an idea of how your child is doing.*

- ✓ *Help your child extend his independent reading time.*
- ✓ *Visit the library often and read books together.*
- ✓ *Give your child responsibilities that involve language, like calling a relative or writing the grocery list.*
- ✓ *Schedule a time to talk about your day and your child's day – if not possible, write each other notes.*
- ✓ *Start familiarizing your child with word processing if you have a computer.*
- ✓ *Monitor and consider limiting television viewing time.*

## Mathematics

By the end of grade two, students understand place value and number relationships in addition and subtraction, and they use simple concepts of multiplication. They measure quantities with appropriate units. They classify shapes and see relationship among them by paying attention to their geometric attributes. They collect and analyze data and verify the answers.

### Number Sense:

- 1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000.
- 2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers.
- 3.0 Students model and solve simple problems involving multiplication and division.
- 4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole.
- 5.0 Students model and solve problems by representing, adding, and subtracting amounts of money.
- 6.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places.

### Algebra and Function:

- 1.0 Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.

### Measurement and Geometry:

- 1.0 Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured.
- 2.0 Students identify and describe the attributes of common figures in the plane and of common objects in space.

### Statistics, Data Analysis, and Probability:

- 1.0 Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations.
- 2.0 Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways.

### Mathematical Reasoning:

- 1.0 Students make decisions about how to set up a problem.
- 2.0 Students solve problems and justify their reasoning.
- 3.0 Students note connections between one problem and another.

### **How parents can help . . .**

- ✓ *Practice making purchases and counting change.*
- ✓ *In the grocery store, estimate the weight and then weigh fruits and vegetables.*
- ✓ *Look for geometric shapes in buildings, advertising, magazines, and the grocery store.*
- ✓ *Practice time on clocks with several types of faces (analog, digital, roman numeral).*
- ✓ *Use the digits on car license plates to add, subtract, and create largest and smallest number.*
- ✓ *Collect data and record information (such as plant seeds and record growth of plants).*
- ✓ *Use flashcards to master speed and recognition of basic math facts.*
- ✓ *Sort and classify stuffed animals, books, money, and household items.*

## Science

### Physical Sciences:

1.0 The motion of objects can be observed and measured.

### Life Sciences:

2.0 Plants and animals have predictable life cycles.

### Earth Sciences:

3.0 Earth is made of materials that have distinct properties and provide resources for human activities.

### Investigation and Experimentation:

4.0 Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

### **How parents can help . . .**



- ✓ Encourage your child to ask questions and make observations of the natural world.
- ✓ Encourage your child to read and write about what they learn.
- ✓ Visit the library and museums as a family.

✓ Schedule time each day to talk with your child about school and share your day.

✓ Limit time viewing television.

## History/Social Science

### People Who Make a Difference:

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence of our free-market system.

2.1 Students differentiate between things that happened long ago and things that happened yesterday.

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

2.3 Students explain governmental institutions and practices in the United States and other countries.

2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

### **How parents can help . . .**

- ✓ When vacationing, research areas and locate on a map, explore local cultures, visit places of historical significance, enjoy and talk about cultural foods and drinks, discuss use of maps, and create a scrapbook of vacation.
- ✓ Encourage writing with pen pals from another country.
- ✓ Create and explore personal family tree.



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The California Content Standards for grades Kindergarten through Twelve were adopted by the California Department of Education during the 1997-98 school year. The standards represent a commitment to teaching strong basic skills, problem solving strategies, critical thinking, and analysis techniques to all students. The standards serve as a basis for our curriculum development, use of instructional resources, and assessment of student achievement. This pamphlet is intended to provide parents with an overview of the tremendous amount of subject matter which your child will experience in this particular grade level in the four core areas of study. Additionally, each child in grades K-6 will also be engaged in a rich course of study in the visual and performing arts, health, and physical education.

In addition to the standards described here, suggestions are provided for parents to help their children practice, develop, and achieve these expectations. In order to become proficient in the various skills included in each of the four core content areas, it is critical that parents take an active role in working with the schools to develop these skills.

For additional information on our District's instructional program, parents should contact their local school principal or teacher. Additionally, a complete and detailed listing of the state's content standards is available via the Internet at <http://www.cde.ca.gov/standards>.



## Ramona Unified School District

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## California Content Standards

## 2<sup>nd</sup> Grade