

**☞ Language Arts ☜**

**1.0 Word Analysis, Fluency & Vocabulary**

- 1.1 Use spelling patterns when reading (e.g., *diphthongs (e.g., sh, th, ch) & special vowel spellings*)
- 1.2 Know how to divide words into syllables
- 1.3 Read multi-syllabic words
- 1.4 Recognize abbreviations (*Jan., Sun., Mr.*)
- 1.5 Identify and use regular (e.g., *-s, -es*) and irregular plurals (e.g., *wife/wives*)
- 1.6 Read aloud fluently with expression
- 1.7 Explain antonyms (*happy, sad*) a synonyms (*large, big*)
- 1.8 Use little words (*news + paper*) in compound words (*newspaper*) to guess meaning
  
- 1.9 Know the meaning of prefixes e.g., *over-, un-*) and suffixes (e.g., *-ing, -ly*)
- 1.10 Know different meanings of the same word (e.g., *can – a container; I can do it*)

**2.0 Reading Comprehension**

- 2.1 Use titles, table of contents, & chapter headings to find information
- 2.2 State the purpose in reading (i.e., *tell what information you are looking for*)
- 2.3 Know the author's purpose(s)
- 2.4 Ask questions about the book (e.g., *why, what if, how*)
- 2.5 Restate facts and details to clarify and organize ideas
- 2.6 Recognize cause-and-effect in text
- 2.7 Understand information displayed in diagrams, charts, and graphs
- 2.8 Follow two-step written instructions



**☞ Language Arts ☜**

**3.0 Literary Response and Analysis**

- 3.1 Compare and contrast story plots, settings, and characters by different authors
- 3.2 Make up different endings to plots
- 3.3 Compare and contrast different versions of the same stories from different cultures
- 3.4 Identify the use of rhythm, rhyme, and alliteration (same sound e.g., *“One wonderful winter...”*) in poetry



**1.0 Writing Strategies**

- 1.1 Group related ideas and maintain a focus
- 1.2 Create readable work with clear handwriting
- 1.3 Understand the use of different reference materials (e.g., *dictionary, thesaurus, atlas*)
- 1.4 Revise written drafts to improve sequence and provide more detail

**2.0 Writing Applications**

- 2.1 Write brief stories based on experiences:
  - a. Move through a sequence of events
  - b. Describe the setting, characters, objects, and events in detail
- 2.2 Write a friendly letter complete with date, greeting, body, closing, and signature

**☞ Language Arts ☜**

**1.0 Written & Oral Language Conventions**

- 1.1 Distinguish between complete and incomplete sentences
- 1.2 Use correct word order in written sentences
- 1.3 Use correct parts of speech (nouns and verbs) in writing and speaking
- 1.4 Use commas in the greeting and closing of a letter, dates, and items in a series
- 1.5 Use quotation marks correctly
- 1.6 Capitalize all proper nouns, words at the beginning of sentences, greetings, months and days of the week, titles and initials of people
- 1.7 Spell frequently used, irregular words (e.g., *were, says, said, who, what*)
- 1.8 Spell basic short-vowel, long-vowel, r-controlled (ar, er, ir, or, ur), and consonant-blend patterns

**1.0 Listening & Speaking Strategies**

- 1.1 Determine the purpose of listening (e.g., *to obtain information, solve problems*)
- 1.2 Ask questions for clarification and explanation of stories and ideas
- 1.3 Restate information in your own words
- 1.4 Give and follow three-and four-step oral directions
- 1.5 Organize oral presentation information to have a focus
- 1.6 Speak clearly and at an appropriate pace
- 1.7 Tell about experiences in a logical sequence
- 1.8 Retell stories, including characters, setting, and plot
- 1.9 Report on a topic with facts and details

**☞ Language Arts ☜**

**2.0 Speaking Applications**

- 2.1 Tell about experiences or present stories that:
  - a. Move through a logical sequence of events
  - b. Describe story elements (e.g., *characters, plot, setting*)
- 2.2 Report on a topic with facts and details, drawing from several sources of information (e.g., *newspaper, encyclopedia, etc*)



For more information on CA State Standards see [www.cde.ca.gov/standards](http://www.cde.ca.gov/standards)

# Napa Valley Unified School District

## Language Arts and Mathematics Standards



# GRADE TWO

### ↻ Mathematics ↻

#### Number Sense

##### Numbers and Place Value

- 1.1 Count, read, and write numbers to 1,000; identify the place value for each digit
- 1.2 Use expanded form (e.g.,  $45 = 40 + 5$ ) to 1,000
- 1.3 Compare and order whole numbers to 1,000 using  $>$ ,  $=$ ,  $<$ .

##### Addition and Subtraction

- 2.1 Use the inverse relationship between addition and subtraction (*i.e.*, *fact families*) to solve problems and check solutions (e.g.,  $14 + 3 = 17$ ;  $17 - 14 = 3$ )
- 2.2 Find the sum or difference of two numbers up to three digits (e.g.,  $21 + 421 = 442$ ;  $354 - 211 = 143$ )
- 2.3 Use mental math to add or subtract two two-digit numbers

##### Multiplication and Division

- 3.1 Use repeated addition (e.g.,  $3+3+3+3=12$ ) and counting by multiples (2's, 3's, etc)
- 3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to divide
- 3.3 Memorize the 2's, 5's and 10's multiplication facts

##### Fractions and Decimals

- 4.1 Recognize, name and compare fractions from  $1/12$  to  $1/2$ .
- 4.2 Recognize fractions as part of a whole (e.g.,  $1/2$  of a pizza) and parts of a group (e.g.,  $2$  blocks out of  $6 = 2/6$ )
- 4.3 Know when all fractional parts are included, such as four-fourths, the result is equal to the whole and to the number '1'

### ↻ Mathematics ↻

#### Number Sense (continued)

##### Money

- 5.1 Solve problems using coins and bills
- 5.2 Know and use the decimal notation ( $\$0.43$ ) and the dollar (\$) and cent (c) symbols for money

##### Estimation

- 6.1 Recognize when an estimate is reasonable when measuring (e.g., *closest inch*)

#### Algebra and Functions

##### Addition and Subtraction

- 1.1 Use the commutative ( $3 + 4 = 7$ ;  $4 + 3 = 7$ ) and associative [ $(3+1)+2=6$ ;  $3+(1+2)=6$ ] rules to solve problems
- 1.2 Relate problem situations to number sentences involving addition and subtraction (e.g., *Which shows 12 and 33 more?  $12 + \underline{\quad} = 33$  or  $12 + 33 = \underline{\quad}$* )
- 1.3 Solve problems using data from charts, picture graphs, and number sentences

#### Measurement and Geometry

##### Measurement

- 1.1 Measure the length of objects by choosing a nonstandard (paces, hand length) or standard (inches, centimeters) unit
- 1.2 Use different units to measure the same object and predict whether the measure will be greater or smaller (e.g., *Use a new crayon and a new pencil to measure a desk; Which will be greater – the number of crayon units or pencil units?*)
- 1.3 Measure an object to the nearest inch or centimeter

### ↻ Mathematics ↻

#### Measurement and Geometry (continued)

- 1.4 Tell time to the nearest quarter hour
  - 1.5 Determine the duration of intervals of time in hours (e.g., *How many hours from 11:00 a.m. to 4:00 p.m.?*)
- ##### Geometry
- 2.1 Describe and group plane (e.g., *square, circle, etc*) and solid (e.g., *prism, cone, sphere*) figures according to shape and number and faces, edges and vertices (points)
  - 2.2 Put shapes together and take them apart to form other shapes (e.g., *two triangles put together make a diamond or a parallelogram*)

#### Statistics, Data Analysis and Probability

##### Data Display

- 1.1 Record data in an organized way (e.g., *tally marks*), keeping track of items counted
- 1.2 Represent data in more than one way
- 1.3 Identify features of data (smallest to largest and most common)
- 1.4 Ask and answer simple data questions

##### Patterns

- 2.1 Recognize, describe, and extend patterns and determine the next term in a pattern (e.g.,  $4, 8, \underline{\quad}, 16$ )
- 2.2 Solve problems involving simple number patterns

#### Mathematical Reasoning

- 1.0 Students make decisions about how to set up a problem
- 2.0 Solve problems and justify their reasoning
- 3.0 Note connection between one problem and another

(Mathematical Reasoning is embedded in all Standards)