Help Your Child Learn at Home

Try to create a quiet place for your child to study, and carve out time every day when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

English Language Arts & Literacy

- Read at home every day and assist your child by reading every other paragraph. To find recommendations of books for your child to read, visit www.corestandards.org/assets/ Appendix_B.pdf
- Have your child write a thank you note or letter to family members or friends.

Mathematics

Look for “word problems” in real life. Some 2nd grade examples might include:

- When saving for a purchase, compare the cost of the item to the amount of money you have; then ask your child to determine how much more money he or she needs to buy the item
- Play “draw the shape.” For example, ask your child to draw a hexagon with one side longer than the others, or ask him or her to shade in a quarter of a rectangle.

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Parents’ Guide to
Common Core
and
California State Standards

This guide is based on the new Common Core State Standards, which have been adopted by more than 45 states including California.

This information provides an overview of what your child will learn by the end of second grade in English Language and Mathematics (Common Core State Standards).

Included are the California Standards for Social Studies and Physical Fitness, as well as the Technology Standards which are based on what the Saugus Union School District believes students need to master to be successful.

If your child is meeting the second grade expectations outlined in these standards, he or she will be well prepared for 3rd grade.

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**Reading Standards for Literature (RL)**

**Key Ideas and Details:**
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

**Craft and Structure:**
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.)
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. 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:**
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**Range of Reading and Level of Text Complexity:**
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Philosophy and Word Recognition:**
3. Know the grade-level phonics and word analysis skills in decoding words both in isolation and in text.
   a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
   b. Know spelling-sound correspondences for additional common vowel teams.
   c. Decode regularly spelled two-syllable words with long vowels.
   d. Decode words with common prefixes and suffixes.
   e. Identify words with inconsistent but common spelling-sound correspondences.
   f. Recognize and read grade-appropriate irregularly spelled words.

**Writing Standards (W)**

**Text Types and Purposes:**
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.
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.
3. Write narratives in which they recount a well-elaborated event, including details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. With guidance and support from adults, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Research to Build and Present Knowledge:**
7. 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).
8. Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)

**Range of Writing:**
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening Standards (SL)**

**Comprehension and Collaboration:**
1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
   a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways listening to others with care, speaking one at a time about the topics and texts under discussion).
   b. Build on others’ talk in conversations by linking their comments to the remarks of others.
   c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
   a. Give and follow three- and four-step oral directions.
   b. 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.
3. 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.
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
   a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.
   b. 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.
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Language Standards (L)

Convention of Standard English:
1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
   a. Use collective nouns (e.g., group).
   b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
   c. Use reflexive pronouns (e.g., myself, ourselves).
   d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
   e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
   f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie. The action movie was watched by the little boy).
   g. Create readable documents with legible print.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize holidays, produce names, and geographic names.
   b. Use commas in greetings and closings of letters.
   c. Use an apostrophe to form contractions and frequently occurring possessives.
   d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boy).
   e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language:
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Compare formal and informal uses of English.
   Vocabulary: Acquisition and Use:
   4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and context, choosing flexibly from an array of strategies.
      a. Use sentence-level context as a clue to the meaning of a word or phrase.
      b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
      c. Use of known root word as a clue to the meaning of an unknown word with the same root (e.g., add, addition, additional).
      d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
   c. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.
5. Demonstrate understanding of word relationships and nuances in word meanings.
   a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
   b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
   c. Use reflexive pronouns (e.g., myself, ourselves).
   d. Form and use the past tense of frequently occurring possessives.
   e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Math: Operations and Algebraic Thinking (2.OA)

Represent and Solve Problems Involving Addition and Subtraction:
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.
   Add and Subtract Within 20:
   2. Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two one-digit numbers.
   Work with Equal Groups of Objects to Gain Foundations for Multiplication:
   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.
   4. Use equal addends 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. Number

Number and Operations in Base Ten (2.NBT)

Understand Place Value:
1. 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. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens—called a “hundred.”
   b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, or nine hundreds (and 0 tens and 0 ones).
   2. Count within 1000; skip-count by 2s, 5s, 10s, and 100s.
   3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
   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.

Use Place Value Understanding and Properties of Operations to Add and Subtract:
5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Measure and Data (2.MD)

Measure and Estimate Lengths in Standard Units:
1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2. Measure the length of an object twice, using different length units for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate Addition and Subtraction to Length:
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.
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.
2.11 Identify when to begin the kicking motion when kicking a slowly rolling ball.
2.12 Identify the different points of contact when striking a balloon upward and striking a balloon forward.
2.13 Explain the purpose of using a side orientation when striking a ball from a batting position.
2.14 Differentiate the effects of varying arm and hand speeds when hand-dribbling a ball.

Physical Fitness (Calif. Standard – 3)
Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts:
3.1 Participate in enjoyable and challenging physical activities for increasing periods of time.

Aerobic Capacity:
3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.

Muscular Strength/Endurance:
3.3 Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and throwing push-ups from a chair or bench to enhance endurance and increase muscle efficiency.
3.4 Traverse the overhead ladder one bar at a time.

Flexibility:
3.5 Demonstrate the proper form for stretching the hamstring, quadriceps, shoulders, biceps, and triceps.
3.6 Engage in moderate to vigorous physical activity for increasing periods of time.

Assessment:
3.7 Measure improvements in individual fitness levels.

Physical Fitness (Calif. Standard – 4)
Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts:
4.1 Explain the fuel requirements of the body during physical activity and inactivity.
4.2 Describe the role of moderate to vigorous physical activity in achieving or maintaining good health.
4.3 Identify ways to increase time for physical activity outside of school.
4.4 Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed.
4.5 Explain how the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.

Aerobic Capacity:
4.6 Compare and contrast the function of the heart during rest and during physical activity.
4.7 Describe the relationship between the heart and lungs during physical activity.
4.8 Compare and contrast changes in heart rate before, during, and after physical activity.

Muscular Strength/Endurance:
4.9 Describe how muscle strength and muscle endurance enhance motor skill performance.
4.10 Identify muscles being strengthened during the performance of particular physical activities.
4.11 Identify which activities or skills would be accomplished more efficiently with stronger muscles.
4.12 Explain the role that weight-bearing activities play in bone strength.

Flexibility:
4.13 Identify the muscles being stretched during the performance of particular physical activities.
4.14 Explain why it is safer to stretch a warm muscle rather than a cold muscle.

Body Composition:
4.15 Describe the differences in density and weight between bones, muscles, organs, and fat.

Physical Fitness Calif. Standard—5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the earning and performance of physical activity.

Self-Responsibility:
5.1 Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.
5.2 Accept responsibility for one’s own behavior in a group activity.

Social Interaction
5.3 Acknowledge one’s opponent or partner before, during, and after an activity or game and give positive feedback on the opponent’s or partner’s performance.
5.4 Encourage others by using verbal and nonverbal communication.
5.5 Demonstrate respect for self, others, and equipment during physical activities.
5.6 Demonstrate how to solve a problem with another person during physical activity.

Group Dynamics
5.7 Participate positively in physical activities that rely on cooperation.

Technology Fluency—SUSD Standards

I= Introduce; D=Develop; M=Master; A=Apply

Using a Computer:
- Identify and explain the parts of various technological devices appropriate to grade-level (M)
- Start and shut down various technological devices (M)
- Use a keyboard and pointing device; such as a mouse / touchpad (A)
- Explain that icons (i.e. recycle bin/trash, folder, shortcut) are symbols used to represent a command, file, or application. (D)
- Open and close an application or program (M)
- Explain the functions of basic file menu commands (i.e. New, Open, Close, Save, Save as, Print) (D)
- Use various operating system functions (i.e., open multiple applications, work with menus and folders, use the taskbar/dock) (I)
- Select a printer, use print preview, and d print a document with the appropriate page setup and orientation. (I)
- Identify and use various forms of storage media (i.e., CDs, DVDs, flash drives, school servers, online storage.) (I)

Type words per minute (WPM) with proficiency and accuracy: 10 WPM

Using Software and Application: Word Processing and Desktop Publishing:
- Write, edit, print, and save simple documents (D)
- Insert and resize a graphic. (I)
- Copy/cut and paste text and images within a document. (I)
- Use menu/toolbars functions (i.e., font size/line spacing, bullets and numbering, tabs, margins) to format a document. (I)
- Proofread and edit documents using appropriate resources (i.e., dictionary, spelling/grammar check) (I)

Databases:
- Identify and explain terms and concepts related to databases (i.e., record, field, search) (I)
- Conduct simple searches of existing databases (i.e., library, catalogue, electronic encyclopedia) (I)

Multimedia and Presentation:
- Use painting and drawing programs to create and edit work. (M)
- Create, edit, and format text on a slide. (D)
- Insert and resize graphics in a slide. (I)

Using the Internet:
- Explain and use terms related to the Internet (i.e., web browser, URL, keyword, search engine, links). (D)

Ethics and Safety:
- Follow school/classroom rules for the responsible use of computers, peripheral devices, and the Internet. (A)
- Explain ethical issues related to privacy, cyber-bullying, plagiarism, spam, viruses, hacking, and file sharing. (D)
- Explain and use safe practices for sharing personal information via the Internet and other medium. (D)
- Identify and describe ways in which technology is used at home, as school, and in society. (D)
- Analyze digital media messages to determine if their purpose is to inform, persuade, or entertain.