

A Parent's Guide to Curriculum Standards

Grade 2
2011



2310 Aldergrove Avenue, Escondido, CA 92029

Grade Level Curriculum Standards

The Escondido Union School District is committed to providing all students the best education to enable them to reach their highest potential. To achieve this goal, the district has identified academic standards for each grade level, kindergarten through eighth grade. The grade level standards serve as the basis for instruction throughout the district.

Focus Goals, 2011-2013

- I. Ensure multiple high quality teaching and learning opportunities for every student.
- II. Provide systemic student supports to promote high student expectations and achievement for all students.
- III. Through formal discussions with district stakeholders, explore how EUSD can increase employee support and accountability for student achievement.
- IV. Infuse innovation into teaching and learning. Emphasis will be on 21st century learning environments to include technology and project-based learning, resulting in greater student engagement.
- V. Ensure all students have equal access to a personalized, balanced, and challenging curriculum to meet individual students' academic, creative, social and physical needs.
- VI. Strengthen the district's fiscal resiliency to withstand current economic limitations.

Parents Are Partners In Education

The Escondido Union School District recognizes that the foundation of a good education begins in the home. Research shows that when parents are involved in their children's education, students do better. There are many ways parents can become actively involved in the school. By being aware of what is being taught at each grade level, you will be able to support your child's education and help answer the question, "What should my child be learning in school?" Each section in this document contains suggestions on how parents can help.

Language Arts - Reading

Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of a reading. They select and know how to translate letter patterns into spoken language using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Decoding and Word Recognition:

- Recognize and use knowledge of spelling patterns when reading
- Apply knowledge of basic syllabication rules when reading
- Decode two-syllable nonsense words and regular multi-syllable words
- Recognize common abbreviations
- Identify and correctly use regular plurals and irregular plurals
- Read aloud with fluency and accuracy, and with appropriate intonation and expression

Vocabulary and Concept Development:

- Understand and explain common antonyms and synonyms
- Use knowledge of individual words in unknown compound words to predict their meaning
- Know the meaning of simple prefixes and suffixes
- Identify simple multiple-meaning words

Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed, including generating and responding to essential questions, making predictions, and comparing information from several sources. In addition to their regular school reading, by grade 4, students read one-half million words annually, including a good representation of narrative and expository text appropriate for each grade.

Structural Features of Informational Materials:

- Use titles, table of contents, and chapter headings to locate information in expository text

Comprehension and Analysis of Grade-Level-Appropriate Text:

- State purpose engaging in reading
- Use knowledge of author's purpose(s) to comprehend informational text
- Ask clarifying questions concerning essential textual elements of exposition
- Restate facts and details in text to clarify and organize ideas
- Recognize cause and effect relationships in text
- Interpret information from diagrams, charts, and graphs
- Follow two-step written instructions

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 text and the literary terms or elements.

Narrative Analysis of Grade-Level-Appropriate Text:

- Compare and contrast plots, settings, and characters presented by different authors
- Generate alternative endings to plots, and identify reasons(s) for, and impact of, the alternatives
- Compare and contrast different versions of the same stories that reflect different cultures
- Identify rhythm, rhyme, and alliteration in poetry

Writing

Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing considers audience and purpose. They successfully use the stages of the writing process.

Organization and Focus:

- Group together related ideas, and maintain a consistent focus

Penmanship:

- Create readable documents with legible handwriting

Research:

- Understand the purposes of various reference materials

Revising and Evaluating Strategies:

- Revise original drafts to improve sequence and provide more descriptive detail

Writing Applications: Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard English and drafting, research, and organizational strategies.

- Write brief narratives based on their experience that move through a logical sequence of events and describe the setting, characters, objects, and events in detail
- Write a friendly letter complete with date, salutation, body, closing, and signature

Written and Oral English Language Conventions

English Language Conventions are integral both to Writing and to Listening and Speaking. Thus, these standards have been placed between the other two.

Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions that are appropriate to each grade level.

Sentence Structure:

- Distinguish between complete and incomplete sentences and recognize and use correct word order in written sentences

Grammar:

- Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking

Punctuation:

- Use commas in the greeting and closure of a letter and with dates and words in a series
- Use quotation marks correctly

Capitalization:

- Capitalize all proper nouns, words at the beginning of sentences and in greetings, months, days of the week, titles, and initials of people

Spelling:

- Spell frequently used, irregular words correctly
- Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly

Listening and Speaking

Listening and Speaking Strategies: Students listen and respond critically to oral communication. They speak in a manner that guides and informs the listener's understanding of key ideas, using appropriate phrasing, pitch, and modulation.

Comprehension:

- Determine the purpose(s) for listening
- Ask for clarification and explanation of stories and ideas
- Paraphrase information that has been shared orally by others
- Give and follow three-and four-step oral directions

Organization and Delivery of Oral Communication:

- Organize presentations to maintain a clear focus
- Speak clearly and at an appropriate pace for the type of communication
- Recount experiences in a logical sequence; retell stories, including characters, setting, and plot
- Report on a topic, including supportive facts and details

Speaking Applications: 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 English and organization and delivery strategies.

- Recount experiences or present stories that (1) move through a logical sequence of events; (2) describe story elements
- Report on a topic with facts and details, drawing from several sources of information

POINTERS FOR PARENTS

LANGUAGE ARTS

- ⇒ *Have your child read sets of words and identify those that don't belong (e.g., brush, comb, apple, hair clip).*
- ⇒ *Give your child many opportunities to write stories, poems, letters, reports, and descriptions. Reinforce using capital letters, exclamation points, periods, and question marks.*
- ⇒ *Have your child keep an address book and practice writing addresses to reinforce the format and when to use commas and periods.*
- ⇒ *Practice using a dictionary with your child to check spelling and word meanings.*
- ⇒ *Have your child practice telling stories aloud.*



Math

By the end of second grade, students understand place value and number relationships as they add and subtract and they use simple concepts of multiplication. They measure quantities with appropriate units. They classify and see relationships among shapes by paying attention to the elements that compose them. They collect and analyze data and verify answers.

Number Sense

Students understand the relationship among numbers, quantities, and place value in whole numbers up to 1000.

- Count forward and backward, read/write whole numbers to 1,000, and identify the place value for each digit
- Use words, models, and expanded form to represent numbers (to 1,000)
- Order, identify missing numbers in a sequence, and compare whole numbers up to 1,000, using the symbols $<$, $=$, $>$
- Count by twos, threes, fours, fives, and tens to 100
- Round to the nearest 10 for numbers from 0 to 100
- Identify the ordinal positions first through twentieth
- Identify odd and even numbers

Students estimate, calculate, and solve problems involving addition and subtraction of two-and three-digit numbers.

- Understanding and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for $8 + 6 = 14$ is $14 - 6 = 8$) to solve problems and check solutions
- Find the sum or difference of two whole numbers up to three digits long
- Use mental arithmetic to find the sum or difference of two 2-digit numbers
- Mentally compute one more, one less, ten more, ten less, one hundred more, and one hundred less than a given number (solution in the range to 1,000)
- Rapid recall basic addition facts, sums to 20 or less, and the corresponding subtraction facts

Students model and solve simple problems involving multiplication

and division.

- Use repeated addition, arrays, counting by multiples to do multiplication
- Use repeated subtraction, equal sharing, and forming equal groups to do division with remainders
- Know the multiplication tables of 0s, 1s, 2s, 5s, and 10s (to “times 10”) and commit to memory

Students understand that fractions and decimals can refer to part of a set and parts of a whole.

- Recognize, write, name, and compare unit fractions up to $1/12$
- Recognize fractions of a whole and parts of a group (e.g., $1/4$ of a pie, $2/3$ of 15 balls)
- Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one

Students model and solve problems by representing, adding, and subtracting amounts of money.

- Solve problems using combinations of coins and bills
- Know and use the decimal notation and the dollar and cents symbols for money
- Count, compare, and make change, using a collection of coins and one-dollar bills up to \$10

Students use estimation strategies in computation and problem solving that involve numbers that use the one, tens, hundreds and thousands places.

- Recognize when an estimate is reasonable in measurements (e.g., closest inch)

Algebra and Functions

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

- Use the commutative and associative rules to simplify mental calculations and check results
- Relate problem situations and number sentences involving addition and subtraction
- Solve addition and subtraction problems using data from simple charts, picture graphs, and number sentences
- Locate points on a number line

Mathematical Reasoning

Students make decisions about how to set up a problem.

- Decide about the approach, materials, and strategies to use
- Use tools such as manipulatives or sketches to model problems

Students solve problems and justify their reasoning.

- Defend the reasoning used and justify the procedures selected
- Make precise calculations and check the validity of the results from the context of the problem

Students note connections between one problem and another.

Measurement and Geometry

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.

- Measure the length of objects by iterating (repeating) a non-standard or standard unit
- Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used
- Measure the length of an object to the nearest inch and/or centimeter
- Tell time to the nearest quarter hour and know time relationships (e.g., minutes in an hour, days in month, weeks in a year)
- Determine the duration of time intervals in hours (e.g., 11:00 a.m. to 4:00 p.m.)

Students identify and describe the elements that compose common figures in the plane and common objects in space.

- Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices
- Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can form a rectangle)
- Identify, create, extend, correct errors in, and solve problems involving a wide variety of patterns (including linear patterns) using symbols and objects
- Associate solid figures with planar shapes: sphere/circles, cube/square, pyramid/triangles
- Make congruent shapes and designs
- Identify a line of symmetry, and create simple symmetric figures using concrete materials
- Identify lines as horizontal, vertical, perpendicular, and parallel
- Use names for line segments (e.g., line segment AB)

Statistics, Data Analysis, and Probability

Students collect, record, organize, display, and interpret numerical data on bar graphs and other representations.

- Record numerical data in systematic ways, keeping track of what/who has been counted
- Represent the same data set in more than one way (e.g., charts with tallies, bar graphs)
- Identify features of data sets (range and mode)
- Ask and answer simple questions related to data representations

Students demonstrate an understanding of patterns and how they grow, and describe them in general ways.

- Recognize, describe, extend, and explain how to get the next term in linear patterns (e.g., 4, 8, 12...; the number of ears on 1 horse, 2 horses, 3 horses, 4 horses)
- Solve problems involving simple number patterns

POINTERS FOR PARENTS

MATH

- ⇒ *Ask your child often to explain how they solved a problem. Let them explore that problems can be solved in different ways. Even though a problem may only have one correct answer, there are sometimes many different ways to arrive at the correct answer.*
- ⇒ *Encourage your child to solve problems in their head. Let them determine an answer is reasonable.*
- ⇒ *Use math games and activities with your child to reinforce and strengthen specific concepts and skills. Readers Rabbit's Math 6-9 by the Learning Company is highly rated computer software game for teaching basic skills through arcade-like activities.*
- ⇒ *Provide your child with many opportunities for time word problems. A great place to encourage this is when baking, going to an event, doing an activity, etc. (e.g., You have softball practice at 4:00 p.m. and will be practicing for 1½ hours. What time will you be finished). Make this a daily activity!*
- ⇒ *Play educational math games with your child (e.g., Make 7, Mancala, Math Bingo Game-Addition and Subtraction, Multipliation & Division, Math Memory Game, Moneywise Kids™, Fractions Game, Sum Time, Tens Game, Tic Tac Twice™).*

History/Social Science

PEOPLE WHO MAKE A DIFFERENCE

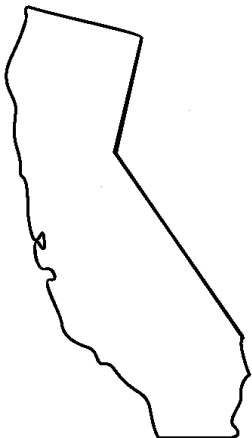
Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding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

Students differentiate between those things that happened long ago and yesterday by:

- Tracing the history of a family through the use of primary and secondary sources including artifacts, photographs, interviews, and documents
- Comparing and contrasting their daily lives with those of parents and grandparents
- Placing important events in their lives in the order in which they occurred (e.g., on a timeline or story board)

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

- Locating on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map the classroom, the school)
- Labeling a simple map from memory of the North American continent, including the countries, oceans, Great Lakes, major rivers, mountain ranges; identifying the essential map elements of title, legend, directional indicator, scale, and date



- Locating on a map where their ancestors live(d), describing when their family moved to the local community, and describing how and why they made their trip
- Comparing and contrasting basic land use in urban, suburban, and rural environments in California

Students explain the institutions and practices of governments in the United States and other countries, in terms of:

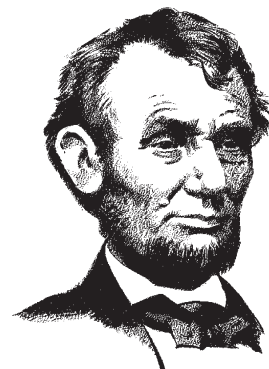
- The difference between making laws, carrying out laws, determining if laws have been violated and punishing wrongdoers
- The ways in which groups and nations interact with one another and try to resolve problems (e.g., trade, cultural contacts, treaties, diplomacy, military force)



Students understand basic economic concepts and their individual roles in the economy, and demonstrate basic economic reasoning skills, in terms of:

- Food production and consumption long ago and today including the role of farmers, processors, distributors, weather, and land and water resources
- The role and interdependence of buyers (consumers) and sellers (producers) of goods and services
- How limits on resources require people to choose what to produce and what to consume

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



Science

Physical Sciences

The motion of objects can be observed and measured. As a basis for understanding this concept, students know:

- The position of an object can be described by locating it relative to another object or the background
- An object's motion can be described by recording the change in its position over time
- The way to change how something is moving is to give it a push or a pull. The size of the change is related to the strength, or the amount of "force," of the push or pull
- Tools and machines are used to apply pushes and pulls (forces) to make things move
- Objects near the Earth fall to the ground unless something holds them up
- Magnets can be used to make some objects move without being touched
- Sound is made by vibrating objects and can be described by its pitch and volume

Life Sciences

Plants and animals have predictable life cycles. As a basis for understanding this concept, students know:

- Organisms reproduce offspring of their own kind. The offspring resemble their parents and each other
- The sequential stages of life cycles are different for different animals, for example butterflies, frogs, and mice
- Many characteristics of an organism are inherited from the parents. Some characteristics are caused by, or influenced by, the environment
- There is variation among individuals of one kind within a population
- The germination, growth, and development of plants can be affected by light, gravity, touch, or environmental stress
- In plants, flowers, and fruits are associated with reproduction

Earth Sciences

Earth is made of materials that have distinct properties and provide resources for human activities. As the basis for understanding this concept, students know:

- How to compare the physical properties of different kinds of rocks and that rock is composed of different combinations of minerals
- Smaller rocks come from the breakage and weathering of larger rocks. Soil is made partly from weathered rock and partly from organic materials, and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants
- Fossils provide evidence about the plants and animals that lived long ago, and scientists learn about the past history of Earth by studying fossils
- Rock, water, plants, and soil provide many resources including food, fuel, and building materials that humans use

Investigation and Experimentation

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

- Make predictions based on patterns of observation rather than random guessing
- Measure length, weight, temperature, and liquid volume with appropriate tools and express measurements in standard and non-standard units
- Compare and sort common objects based on two or more physical attributes (including color, shape, texture, size, weight)
- Write or draw descriptions of a sequence of steps, events, and observations
- Construct bar graphs to record data using appropriately labeled axes
- Write or draw descriptions of a sequence of steps, events, and observations, and include the use of magnifiers or microscopes to extend senses
- Follow verbal instructions for a scientific investigation

POINTERS FOR PARENTS

HISTORY/SOCIAL SCIENCE

- ⇒ *Have your child read and talk about immigrants that come to America for many reasons, especially to improve their lives and to be treated equally.*
- ⇒ *Discuss the basic function of our government with your child (e.g., the constitution, democracy, president, vice-president, voting).*
- ⇒ *Have your child help map out a family vacation, mark historical landmarks, and special places you may visit.*
- ⇒ *Discuss and read about famous wars with your child; the causes, the battles and events, find the location, and the outcomes of the war.*
- ⇒ *Let your child work on a family album and include background information, interviews with grandparents and great aunt and uncles, photos, maps of countries from which ancestors came, favorite family recipes, traditions, customs, personal timelines, etc.*

SCIENCE

- ⇒ *Have your child practice classifying and sorting objects by two or more characteristics. Have your child practice describing objects by their attributes (e.g., color, shape, size, texture, weight) and see if you can guess what he is describing. Make this activity into a seek and find game. Have him also practice writing his descriptions.*
- ⇒ *Discuss with your child the impact the seasons have on plants and animals and how the weather affects them (e.g., hibernation, migration).*
- ⇒ *Do experiments with your child about the water cycle (e.g., condensation, evaporation, precipitation). Explore and discuss the causes of these.*
- ⇒ *Walk around your own garden, a garden in the park, etc., with your child to investigate how insects are helpful and harmful to a garden.*
- ⇒ *Play science games with your child (e.g., Brain Quest Game, The Wild Thornberrys™ Snapshot Safari Game, Game of Knowledge Junior, Predators & Prey, Quick Pix™ Animals).*

Mission Statement

The Escondido Union School District, in partnership with our community, commits to providing quality learning experiences for all students in a supportive environment, enabling them to be lifelong learners, productive members of the community, and positive contributors.



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