Manchester Academic Charter School
Second Grade
Priority Standards and Content for Mastery
Foundational Skills

1. Know and apply grade-level phonics and word analysis skills in decoding words
   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

2. Read with sufficient accuracy and fluency to support comprehension
   a. Read grade-level text with purpose and understanding
   b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
   d. Read at least 100 sight words

Reading/Listening to Literature

3. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

4. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (See Appendix A)
   a. Summarize in one’s own words
   b. Make personal connections to plot events

5. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Reading/Listening to Informational Text

6. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
   a. Make interpretations, judgments or give opinions on information heard or read
   b. Change some plot events and create a different ending

7. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
8. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

9. Compare and contrast the most important points presented by two texts on the same topic.

Writing

10. Write opinion pieces in which they introduce the topic or book they are writing about
   a. state an opinion
   b. supply reasons that support the opinion
   c. use linking words (e.g., because, and, also) to connect opinion and reasons
   d. provide a concluding statement or section.

11. Write informative/explanatory texts in which they introduce a topic
    a. use facts and definitions to develop points
    b. provide a concluding statement or section.

12. Write narratives in which they recount a well-elaborated event or short sequence of events
    a. include details to describe actions, thoughts, and feelings
    b. use temporal words to signal event order
    c. provide a sense of closure.

Language

13. Demonstrate command of the conventions of standard English grammar and usage when writing or 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).

14. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Capitalize holidays, product 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. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
f. Use quotation marks appropriately to designate direct speech
g. Alphabetize words to the second letter

Production of Writing

15. With guidance and support from adults and peers, focus on a topic and strengthen writing as need by revising and editing.

Vocabulary

16. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. *(See Appendix B)*
   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 a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
   d. Use knowledge of the meaning of individual words to predict the meaning of compound words
   e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases

17. Demonstrate understanding of word relationships and nuances in word meanings
   a. Identify real-life connections between words and their use
   b. Distinguish shades of meaning between closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

18. Use words and phrases acquired through conversations, reading and being read to, when responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Research

20. With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

Speaking

21. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
   a. Carry on a conversation over at least six turns and staying on topic

***Students should be able to write at least three paragraphs with each paragraph focusing on the structure of beginning, middle and end.***
Mathematics

2nd grade

Numbers and Operations

1. Use place value concepts to read, write and skip count to 1000.
   a. Understand that three digits of a three-digit number represent amounts of hundreds, tens and ones
   b. Read and write numbers to 1000 using base-ten numerals, number names and expanded form

2. Use place-value concepts to represent amounts of tens and ones and to compare three-digit numbers.
   a. Compare two three-digit numbers based on meanings of the hundreds, tens and ones using symbols <, =, and >

3. Use place-value understanding and properties of operations to add and subtract within 1000.
   a. Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction
   b. Add up to four two-digit numbers using strategies based on place value and properties of operations
   c. Add and subtract within 1000, using concrete models or strategies based on place value
   d. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900
   e. Explain why addition and subtraction strategies work, using place value and the properties of operations

Algebraic Concepts

4. Represent and solve problems involving addition and subtraction within 100.
   a. Solve one and two step word problems including adding to, taking from, putting together, taking apart and comparing with unknowns in all positions

5. Use mental strategies to add and subtract within 20.
   a. Fluently add and subtract within 20 using mental strategies. By the end of 2nd grade, know all sums of two one-digit numbers by memory

6. Work with equal groups of objects to gain foundations for multiplication.
   a. Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends
   b. 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
Geometry

7. Use the understanding of fractions to partition shapes into halves, quarters and thirds.
   a. Partition circles and rectangles into two, three or four equal shares, describe the shares using the words halves, thirds, half of or a third of; recognize that equal shares of identical wholes don’t need the same shape

Measurement, Data and Probability

8. Measure and estimate lengths in standard units using appropriate tools.
   a. Use rulers, yardsticks, meter sticks and measuring tape
   b. Measure object length twice, using units of different length; compare the two measurements
   c. Estimate length using units of inches, feet, centimeters and meters
   d. Measure how much longer one object is than another
9. Tell and write time to the nearest five minutes using both analog and digital clocks.
10. Solve problems and make change using coins and paper currency with appropriate symbols.
    a. Solve word problems involving dollar bills, quarters, dimes, nickels and pennies, using $ and cent sign symbols
11. Extend the concepts of addition and subtraction to problems involving length.
    a. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units
    b. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,...
12. Represent and interpret data using line plots, picture graphs and bar graphs.
    a. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object
    b. Draw a picture or bar graph to represent a data set with up to four categories; Solve simple addition and subtraction using information presented in a bar graph
Science

2nd grade

The Nature of Science

1. Identify a scientific fact as something that can be observed using five senses.
2. Identify examples of technology.
3. Describe how technology can help people (home appliances, phones, computers, transportation).
4. Understand that making a change to an investigation may change the outcome(s) of the investigation.
5. Describe outcomes of an investigation.
6. Identify simple tools that can be used in an investigation (e.g., measuring cup, hand lens, ruler, balance scale, thermometer).
7. Describe a system as being made of multiple parts that work together.
   a. Digestive system
   b. Excretory system

Biological Sciences

8. Identify similarities and differences in the life cycle of plants and animals.
9. Describe many cycles in nature.
   a. Seasonal cycles
   b. Life cycles
   c. Water cycle
10. Explain how parts of plant work together to make the organism function.
11. Explain that living things can only survive if their needs are met.
12. Describe some plants and animals that once lived but cannot be found today.
13. Explain how insects can be helpful and harmful; describe insect characteristics.

Chemistry

14. Demonstrate how heating and cooling may change properties.
15. Experiment and explain what happens when two or more substances are combined.
16. Constancy and change: Recognize that everything is made of matter.

Physics

17. Explore and describe how different forms of energy cause changes.
18. Light from the sun is an important source of energy for living and nonliving things.
19. Explore magnetism and characteristics of magnets.
20. Examine simple machines and friction.
Earth and Space Sciences

21. Explore and describe that water exists in solid and liquid form; explain evaporation and condensation.
22. Observe and record the location of the Sun and Moon over a day; changes in Moon over a month, sunrise and sunset.

Famous Scientist

23. Anton van Leeuwenhoek
24. Florence Nightingale
25. Elijah McCoy
26. Daniel Hale Williams
Social Studies

Civics

1. Explain the purpose of rules and consequences in classroom, school and community; explain responsible community behavior; Define fairness.
2. Describe citizens’ responsibilities to the state and the nation; Identify state symbols; Define taxes and why they are paid.
3. Identify how the government plays a role in the community; Identify local government leaders; Describe when having an elected official representative is beneficial in the state or nation; Responsibilities of voters after the vote.

Geography

4. Name continent, country, state, city and community.
5. Identify all seven continents, major oceans and Canada, United States, Mexico and Central America.
6. Describe regions with physical features; and identify physical processes that affect the physical characteristics; Identify the effect of local geography on the residents of the region and how environmental changes impact people.
7. Read and interpret timelines; identify document related to events.

World History

8. Explore early Asian civilizations
   a. Geography of Asia
   b. India
   c. China
10. Explore ancient Greek civilization through geography, Persian wars, Olympic games, great thinkers and Alexander the Great.

United States History

11. Identify how conflict is impacted by ethnicity, race, working conditions, immigration, military conflict and economics; Identify groups and organizations that have contributed to the US.
12. Explain why cultures have remembrances and commemorations and how they celebrate them; American symbols
   a. U.S. flag
   b. Statue of Liberty
   c. Lincoln Memorial
13. Explain the Constitution.
14. Explore the Westward Expansion.
15. Explore the Civil War.
16. Describe America as the land of opportunity, a popular place for immigration.
17. Explore individuals who fought for a cause or change
   a. Susan B. Anthony
   b. Eleanor Roosevelt
   c. Mary McCleod Bethune
   d. Jackie Robinson
   e. Rosa Parks
   f. Martin Luther King, Jr.
   g. Cesar Chavez
Appendix A

Books and Stories Suggestions

Poetry

“Bed in Summer”, Stevenson
“Bee! I’m expecting you”, Dickinson
“Caterpillars”, Fisher
“Discovery”, Behn
“Harriet Tubman”, Greenfield
“Hurt No Living Thing”, Rossetti
“The Night Before Christmas”, Moore
“Rudolph Is Tired of the City”, Brooks
“Seashell”, Lorca
“Smart”, Silverstein
“There Was an Old Man with a Beard”, Lear
“Who Has Seen the Wind?”, Rossetti
“Windy Nights”, Stevenson

Stories

Beauty and the Beast
The Blind Men and the Elephant (a fable from India)
A Christmas Carol (Charles Dickens)
The Emperor’s New Clothes (Hans Christian Andersen)
The Fisherman and His Wife (Brothers Grimm)
How the Camel Got His Hump (a “Just-So” story by Rudyard Kipling)
Iktomi stories (legends of the Plains Indian trickster figure, such as Iktomi Lost His Eyes; Iktomi and the Berries; Iktomi and the Boulder)
The Magic Paintbrush (a Chinese folktale)
El Pajaro Cu (a Hispanic folktale)
selections from Peter Pan (James M. Barrie)
Talk (a West African folktale)
The Tiger, the Brahman, and the Jackal (a folktale from India)
The Tongue-Cut Sparrow (a folktale from Japan)
**Mythology**

*Gods of Ancient Greece (and Rome)*

Zeus (Jupiter)  
Hera (Juno)  
Apollo (Apollo)  
Artemis (Diana)  
Poseidon (Neptune)  
Aphrodite (Venus)  
Demeter (Ceres)  
Ares (Mars)  
Hermes (Mercury)  
Athena (Minerva)  
Hephaestus (Vulcan)  
Dionysus (Bacchus)  
Eros (Cupid)  

Prometheus (how he brought fire from the gods to men)  
Pandora’s Box  
Oedipus and the Sphinx  
Theseus and the Minotaur  
Daedelus and Icarus  
Hades (Pluto)  
Arachne the Weaver  
Swift-footed Atalanta  
Demeter and Persephone  
Hercules (Heracles) and the Labors of Hercules

**American folk heroes and Tall Tales**

Paul Bunyan  
Johnny Appleseed  
John Henry  
Pecos Bill  
Casey Jones
Appendix B
Phrases and Sayings

Back to the drawing board
Better late than never
Cold feet
Don’t cry over spilled milk.
Don’t judge a book by its cover.
Easier said than done
Eaten out of house and home
Get a taste of your own medicine
Get up on the wrong side of the bed
In hot water
Keep your fingers crossed.
Practice what you preach.
The real McCoy
Two heads are better than one.
Turn over a new leaf
Where there’s a will there’s a way.
You can’t teach an old dog new tricks.