2nd Grade
Learning Standards

To go directly to a content area (click on the name):

ELA: Reading/Writing	Math	Science
Social Studies	Health / Fitness	The Arts

To note about this standards document:

This document was created to assist Ignite Family Academy parents/guardians with at-home learning. The original Washington State and Common Core State Standards are complex and long (often 100+ pages for each content area). Our intention is not to replace the full versions, but to provide parents/guardians with a condensed version and understanding of the essentials of what students should be able to know/do for each grade level.

If a parent/guardian is utilizing the Ignite Family Academy provided curriculum for Reach for Reading (reading/writing/social studies) and Open Up Resources (math), the standards are covered in the instructional materials. However, it's still a good idea for parents/guardians to understand what their child should be learning through the course of a school year, ensuring they are being covered in at-home learning, and for providing additional support should it be needed.

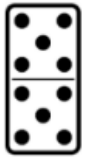
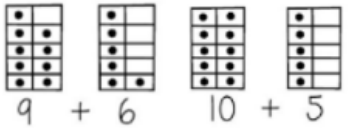
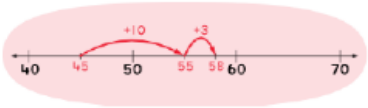
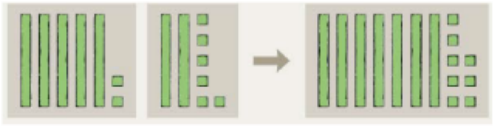
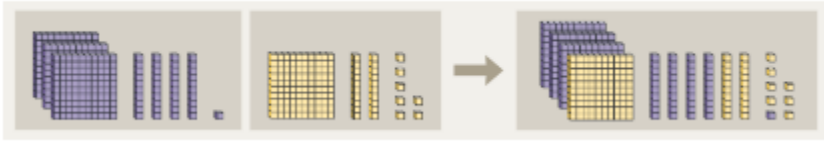
If a parent/guardian needs further support with curriculum and/or understanding the standards and how to apply them in at-home learning, please reach out to us. We are here to support our families!

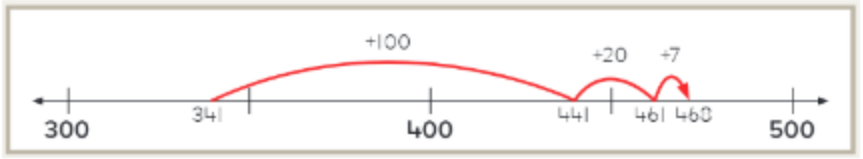
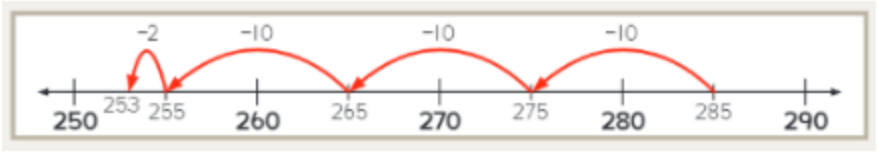
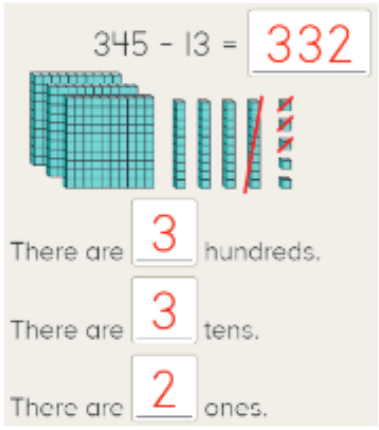
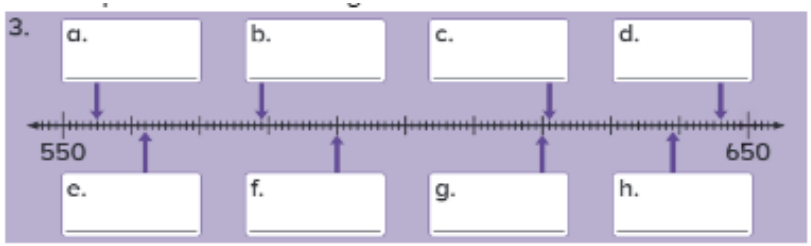
English Language Arts (Reading/Writing)

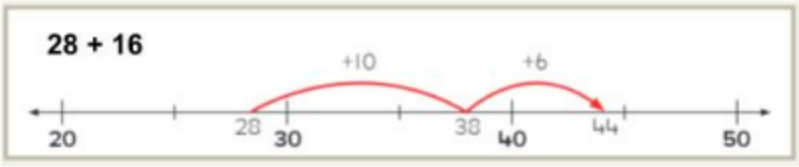
When to teach?	What students need to know/do:	What does this look like?
Reading Foundational Skills		
Semester 1	Applies phonics and word analysis skills.	• I can sound out and read words that have many parts.
	Reads with accuracy and fluency to support comprehension.	• I can read words correctly, at an average speed, to help me understand what I'm reading.
Semester 2	Applies phonics and word analysis skills.	• I can sound out and read words that have many parts.
	Reads with accuracy and fluency to support comprehension.	• I can read words correctly, at an average speed, to help me understand what I'm reading.
Reading Comprehension		
Semester 1 & 2	Asks and answers questions of key details in literary and informational texts.	• I can ask and answer questions about the important details in stories or informational texts.
	Recounts, describes, compares and contrasts literary and informational texts.	• I can retell and describe texts, and tell the similarities and differences between two texts, to show that I understand what I'm reading.
Writing		
Semester 1 & 2	Writes narrative, informational and opinion pieces.	• I can write to share my opinion, to inform and explain ideas, and tell a story.
	Uses tools and participates in shared research.	• I can work cooperatively to gather information about a topic using the appropriate tools to do so.
Language (spoken & written)		
Semester 1 & 2	Participates in collaborative conversations and produces complete sentences.	• I can follow the rules for discussions and participate in conversations with others, using complete sentences.
	Demonstrates command of second-grade conventions when writing.	• I can use correct punctuation, capitalization, spelling, and grammar when I write.
	Determines meanings of words and phrases using strategies.	• I can use context clues, my knowledge of prefixes/suffixes, or a dictionary to figure out what unknown words/phrases mean.

Math

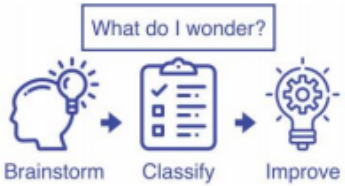
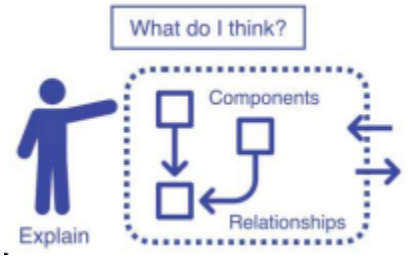
When to teach?	What students need to know/do:	What does this look like?
Operations and Algebraic Thinking		
Semester 1	• Represents and solves problems involving addition and subtraction (within 100). • Adds and subtracts fluently within 20. • Demonstrates foundations for multiplication.	• Students solve one and two-step addition and subtraction word problems. • Students identify fact families: 4+2=6, 2+4=6, 6-2=4, 6-4=2 • Students fluently add and subtract within 20.
Semester 2	• Represents and solves problems involving addition and subtraction (within 100). • Adds and subtracts fluently within 20. • Demonstrates foundations for multiplication.	• Students solve one and two-step addition and subtraction word problems. • Students fluently add and subtract within 20.
Numbers and Operations in Base Ten		
Semester 1	• Understands place value to read, write, count and compare numbers. • Uses place value understanding and properties of operations to add and subtract.	• Students represent, read, write, and compare two- and three- digit numbers. • Students compare and order three-digit numbers • Students identify multiples of 100 as “a number of hundreds.” 5s: 122, 127, 132, 137, 142 10s: 327, 337, 347, 357 100s: 412, 512, 612, 712 • Students also begin to use count-on, double, make-ten, and place value strategies to add one and two-digit numbers.

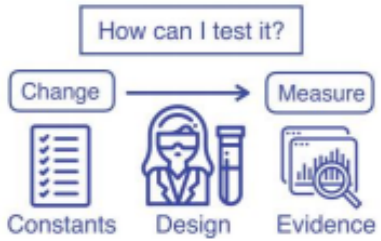
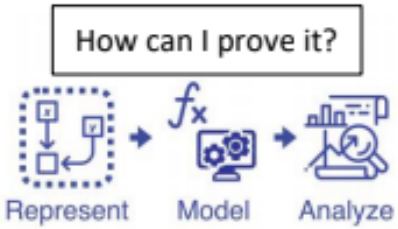
		Count On Strategy 2 + 5 = 7 so 20 + 50 = 70 **Place Value Strategy** 43 + 22 =  **Double Strategy**  **Make Ten Strategy**  9 + 6 10 + 5 • Students will add two-digit numbers using base-ten, hundreds chart, and number line strategies.   
Semester 2	• Understands place value to read, write, count and compare numbers. • Uses place value understanding and properties of operations to add and subtract.	• Students use count-on and count back strategies, number lines, base-ten blocks, a hundreds chart, and place value to add and subtract two-digit and three-digit numbers. 

		  
Measurement and Data		
Semester 1	• Measures lengths indirectly and by iterating length units. • Tells and writes time. • Represents and interprets. data.	• Students represent 2 and 3 digit numbers on a number line. •  • Students use number lines to represent addition and subtraction problems within 100.

		 ● Students will measure and estimate lengths in inches, feet, and yards. ● Students will represent and interpret data using picture graphs and bar graphs.
Semester 2	● Measures lengths indirectly and by iterating length units. ● Tells and writes time. ● Represents and interprets. Data. ●	● Measure and estimate lengths in standard units. ● Work with time and money. ● Represent and interpret data.
Geometry		
Semester 2	● Reasons with shapes and their attributes.	● Draw shapes with a given number of angles or sides. ● Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

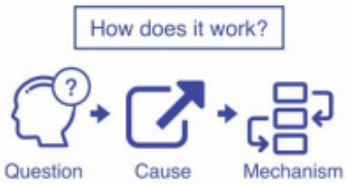
Science: Physical, Life, and Earth & Space

What students need to know/do:	What does this look like?
Asking Questions (Science) and Defining Problems (Engineering)	
Students can generate scientific questions about observations, investigations, and conclusions.	 Example: *Students will present a model of a structure to the class and be able to answer such questions as, "what helped your structure stand on its own? Or "Could you build a different structure if needed?"*  Example: *Using the criteria and constraints, students will redesign their structure as needed after testing.*
Developing and Using Models	
Students create models focused on describing, predicting, or explaining the natural world and the relationships of its components (parts).	 Example: *Using models of landforms, students will create a map of different land forms (mountains, bodies of water, forest, prairies…) and use that map to explain how flat maps can show where different landforms are located.*

Planning and Carrying Out Investigations	
Students design or conduct investigations and gather data. Students make decisions about variables and procedures and refine their plans if necessary.	 Example: *Using supplied materials, students will plan an invstigation, test the plan, and analyze the data collected to answer questions based on the evidence collected.*
Analyzing and Interpreting Data	
Students organize and interpret data to recognize patterns and relationships in the natural and designed world.	 Example: *Using data collected, students will determine how different materials (wooden sticks, or moss) reacted to different situations (wind and water erosion).*
Using Mathematics, Information, and Computer Technology, and Computational Thinking	
Students use mathematical skills, reasoning, and technology to answer a scientific question and support conclusions.	 Example: *Students will measure the height of different plants using centimeters. Students will use milliliters to measure the amount of water supplied to different plants.*

Constructing Explanations (Science) and Designing Solutions (Engineering)

Students can construct their own explanations of how a phenomenon occurs and design their own solutions to a problem.



Example:

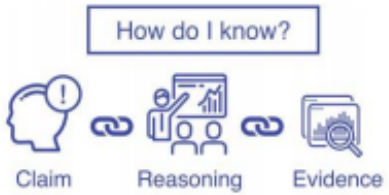
Students explore how wind and water change rocks and soil and are able to supply evidence that support that scientific explanation.

Example:

Students design a model that will protect a flower bed and prevent seeds from washing away.

Engaging in Argument for Evidence

Students use evidence and reasoning to defend and support their claims and explanations.



Example:

Students make a claim, provide reasoning and support with evidence how a bird can pollinate a cactus plant and help move the seeds around.

Obtaining, Evaluating, and Communicating Information

Students communicate information, evidence, and ideas in multiple ways.

Example:

Students will research different bodies of water (iceberg, river, and ocean), where these bodies of water are located and what organisms survive in these bodies and will present that research.

Social Studies

Since Time Immemorial (STI)
In 2015, the Legislature passed Senate Bill 5433 modifying the original 2005 legislation, requiring the *Since Time Immemorial: Tribal Sovereignty in Washington State* or other tribally-developed curriculum be taught in all schools. The use of the *Since Time Immemorial* curriculum has been endorsed by all 29 federally recognized tribes. The resources below support the integration of tribal history lessons with existing standards.
Lessons for Grades K-3 ● Pathway 1: *Stories and Histories of Our Place* ● Pathway 2: *Honoring the Salmon* ● Pathway 3: *Giving Thanks: A Native American Cultural Tradition* ● Additional Resources
What students should know and be able to do:
Knowledge of history, geography, civics, and economics is fundamental to students' ability to understand the world we live in.
Inquiry, interpersonal relations, and critical reasoning skills include the ability to gather, interpret, and analyze information, to engage in respectful and productive civic discourse, and to draw conclusions consistent with one's own values and beliefs.
Respect for the values of a diverse and democratic society motivates students to safeguard their own rights and the rights of others, and to fulfill their responsibilities as citizens in a democracy.
A commitment to civic participation is the result of social studies education that includes opportunities for students to understand and experience their own power to make a positive difference through service to their communities and the world.

Additional Resources for: Social Studies

Health / Fitness

What:	What students need to know/do:	What does this look like:
Motor Skills		
Students will show they have skills to move & play.	Locomotor	• Walk, run, skip, jump, hop, gallop, walk backwards, side-slide, leap
	Non Locomotor	• Bend, stretch, twist, turn, swing, push, pull
	Balance, weight transfer, rhythmic skills	• Balance - static, dynamic • Weight transfer - feet, hands • Rhythm - routine, combinations
	Manipulative skills	• Practice skills such as: underhand throw, overhand throw, catch, hand dribble, foot pass/kick, strike (tee ball/pitched ball)
Movement Concepts & Strategies		
Students will show they know how to move and use a plan when playing games.	Space	• General space movement (being aware of others and their own personal space).
	Speed, direction, force, strategies	• Varying speeds/directly • Varying force when striking an object • Varying force while using a manipulative • Chasing, fleeing
Physical Activity & Fitness		
Students will show they know how to get fit and stay fit.	Benefit of physical activity	• Understanding what inactivity looks/feels like. • Understanding levels of physical activity.
	Engagement in physical activity	• Participate in activities that are physical (sports, playground play, walking/running, etc.)
	Nutrition	• Food groups, balanced meals
Responsibility, Rules, and Etiquette		
Students will show they act fairly and respectfully when playing.	Personal responsibility	• Behavior, space, equipment, sportsmanship, body control
	Rules and etiquette	• Playing fairly, taking turns, being kind to others while playing, knowing/following game rules

	Working with others	• Share equipment, share space, working with others, acceptance of others, conflict resolution
	Safety	• Safety with equipment, self and others
Value of Physical Activity		
Students will know why it is important to be physically active.	Self expression and engagement	• Positive feelings about physical activity
	Social	• Friendships, opportunities, camaraderie, small and large group play

Additional Resources for: Health & Fitness

The Arts

Overview	Art Disciplines	Art Standard areas
For the arts, students explore, create, and participate in visual and performing arts. Arts education addresses an essential form of human communication and provides unparalleled opportunities for exploring a multiplicity of viewpoints and modes of expression. To achieve artistic literacy, students not only learn about and respond thoughtfully to art, but also actively participate in making it**.**	Dance	Creating
	Media Arts	Performing, presenting, producing
	Music	Responding
	Theater	Connecting
	Visual Arts	
	Dance	

Additional Resources for: The Arts