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# MATH

## NUMBER SENSE

- I can count by groups of 2's, 5's, 10's and 100's up to 1020.
- I can read, write and count numbers to 1020.
- I can understand the value of each digit in a three-digit number.
- I can use what I know about tens and ones to build numbers in different ways.
- I can identify coins, their value and a combination of coins up to \$1.25.
- I can identify and use the symbols for dollar, cent and decimal point.
- I can order and compare whole numbers to 1000 by using the symbols  $< = >$ .
- I understand the relationship between addition and subtraction.
- I can add and subtract quickly within 20 using mental strategies.
- I can efficiently add and subtract numbers within 100.
- I can mentally add and subtract 10 or 100 to a given number between 100-900.
- I can use place value strategies to add and subtract with 3-digit numbers.
- I can use repeated addition and grouping of objects to model multiplication.
- I can use repeated subtraction and equal shares to model division with and without remainders.
- I can use addition to find the total number of objects arranged in rectangular arrays and write a matching equation.
- I can quickly multiply 0's, 1's, 2's, 5's, and 10's with factors up to 10.
- I can divide circles and rectangles into two, four and eight equal shares and describe the shares using the words halves, fourths and eighths of.
- I can describe the whole as two halves, four fourths and eight eighths.

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- I know that equal shares of identical wholes aren't always the same shape.
  - I understand that fractions refer to parts of a set and/or parts of a whole.

## ALGEBRA AND FUNCTIONS

- I can use addition and subtraction within 100 to solve one and two-step word problems.
- I can recognize, create and extend patterns using addition and subtraction.

## MEASUREMENT AND GEOMETRY

- I can accurately use measurement tools to measure objects to the nearest inch, foot, centimeter and meter.
- I can divide a rectangle into rows and columns of same-sized squares and count the squares to find the area.
- I can tell time in five-minute intervals on analog and digital clocks and understand a.m. and p.m.
- I can recognize and draw shapes with a given number of angles, faces, edges or lines of symmetry.
- I can identify triangles, quadrilaterals, pentagons, hexagons, cubes, cones, cylinders, spheres, prisms and pyramids.

## STATISTICS AND PROBABILITY

- I can draw a pictograph and a bar graph to show data with up to four categories.
- I can ask and answer questions about data on a bar graph.
- I can show the same data in more than one way.



# Second Grade Core Standards

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"In Juneau we are all partners in providing each student with the skills, knowledge and attitudes to be a contributing citizen in a changing world."



*Juneau School District*

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# READING

## PHONICS

- I can read words with more than one syllable, including those with prefixes and suffixes.
- I can use vowel patterns to read words.

## VOCABULARY

- I can explain the meaning of words and phrases in a text.

## FLUENCY

- I can fluently read text on or above grade level.
- I can read grade level sight words

## COMPREHENSION

### **Retell**

- I can retell a fiction text orally and in writing, including the main idea.
- I can identify the main idea and key details of a non-fiction text.

### **Question**

- I can ask and answer who, what, where, when, why, and how questions to show that I understand text.
- I can use evidence from text to support my statements.

### **Synthesize**

- I can think about what I know and my experiences to help me understand text.
- I can make predictions and connections between two or more events or ideas in text.

### **Non-Fiction Text Features**

- I can use pictures, headings, table of contents, glossaries, font changes, punctuation, captions, sub-headings, and indexes to read and locate information.

## **Compare and Contrast Texts**

- I can compare and contrast two versions of the same story.
- I can compare and contrast the main ideas of two texts on the same topic.

## **Monitor**

- I can use strategies to understand what I read:
  - sounding out words
  - thinking about what makes sense
  - checking the pictures
  - rereading
  - thinking about what sounds right



# WRITING

## **PERSUASIVE**

- I can write an opinion or persuasive piece that introduces a topic or book.
- I can state an opinion about a topic or book, supply reasons that support the opinion, and write a conclusion.

## **EXPOSITORY**

- I can write expository texts to introduce a topic, use facts and definitions to develop points, and write a conclusion.

## **NARRATIVE**

- I can write narratives to retell an event or short sequence of events with details to describe actions, thoughts, and feelings.

## **DEVELOPMENT/ORGANIZATION**

- I can write well-developed and organized pieces.

## **WRITING PROCESS**

- I can revise, edit, and publish writing with support from peers, adults, and resources.
- I can present writing to an audience.

## **CONVENTIONS/GRAMMAR**

- I can use grade level conventions of Standard English grammar when writing or speaking.

## **CONVENTIONS: SPELLING/PUNCTUATION**

- I can use grade level conventions capitalization, punctuation, spacing, and spelling when writing.

## **HANDWRITING**

- I can write neatly and correctly.

## **RESEARCH TO BUILD KNOWLEDGE**

- I can participate in shared research and writing projects.

## **ORGANIZE AND PRESENT INFORMATION**

- I can use experiences and other sources to answer a question.

## **ROUTINE OF WRITING**

- I can write regularly on my own for a purpose and an audience.

