

## Grade 2 Standard Matrix

Sep

Oct

Nov

Dec

Jan

Feb

Mar

Apr

May

### ENGLISH-LANGUAGE ARTS

|            |  |   |   |   |  |   |   |   |  |   |
|------------|--|---|---|---|--|---|---|---|--|---|
| <b>1.0</b> | <b>Writing:</b> Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions). | X | X | X |  | X | X | X |  | X |
| <b>2.0</b> | <b>Writing:</b> Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.                     | X | X | X |  | X | X | X |  | X |
| <b>1.5</b> | <b>Listening &amp; Speaking:</b> Organize presentations to maintain a clear focus.   | X | X | X |  | X | X | X |  | X |
| <b>1.6</b> | <b>Listening &amp; Speaking:</b> Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).  | X | X | X |  | X | X | X |  | X |
| <b>1.7</b> | <b>Listening &amp; Speaking:</b> Recount experiences in a logical sequence.  | X | X | X |  | X | X | X |  | X |
| <b>1.8</b> | <b>Listening &amp; Speaking:</b> Retell stories, including characters, setting, and plot.  | X | X | X |  | X | X | X |  | X |
| <b>1.9</b> | <b>Listening &amp; Speaking:</b> Report on a topic with supportive facts and details.  | X | X | X |  | X | X | X |  | X |

### MATHEMATICS

|            |   |   |   |   |  |  |  |   |  |  |
|------------|---|---|---|---|--|--|--|---|--|--|
| <b>3.1</b> | <b>Number Sense:</b> Use repeated addition, arrays, and counting by multiples to do multiplication.                           | X | X | X |  |  |  | X |  |  |
| <b>3.2</b> | <b>Number Sense:</b> Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.        |   | X |   |  |  |  |   |  |  |
| <b>4.1</b> | <b>Number Sense:</b> Recognize, name, and compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$ .                       | X |   | X |  |  |  |   |  |  |
| <b>4.2</b> | <b>Number Sense:</b> Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls). | X |   | X |  |  |  |   |  |  |



**MATHEMATICS**

|            |   |   |   |   |  |   |   |   |   |  |
|------------|---|---|---|---|--|---|---|---|---|--|
| <b>4.3</b> | <b>Number Sense:</b> Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.   | X |   | X |  |   |   |   |   |  |
| <b>1.2</b> | <b>Algebra &amp; Functions:</b> Relate problem situations to number sentences involving addition and subtraction.   |   |   |   |  | X |   |   |   |  |
| <b>1.4</b> | <b>Measurement &amp; Geometry:</b> Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).               |   | X |   |  |   | X |   | X |  |
| <b>1.5</b> | <b>Measurement &amp; Geometry:</b> Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).  |   | X |   |  |   | X |   | X |  |
| <b>1.0</b> | <b>Statistics, Data Analysis, &amp; Probability:</b> Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations. | X | X | X |  | X |   | X | X |  |

**SCIENCE**

|            |  |   |   |   |  |  |  |   |   |  |
|------------|--|---|---|---|--|--|--|---|---|--|
| <b>1.c</b> | <b>Physical Science:</b> Students know the way to change how something is moving is by giving 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. |   | X |   |  |  |  |   |   |  |
| <b>2.b</b> | <b>Life Science:</b> Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.   |   | X |   |  |  |  |   |   |  |
| <b>2.e</b> | <b>Life Science:</b> Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.   |   | X |   |  |  |  |   |   |  |
| <b>2.f</b> | <b>Life Science:</b> Students know flowers and fruits are associated with reproduction in plants.  | X |   |   |  |  |  |   |   |  |
| <b>4.c</b> | <b>Investigating &amp; Experimenting:</b> Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).  | X |   | X |  |  |  |   |   |  |
| <b>4.e</b> | <b>Investigating &amp; Experimenting:</b> Construct bar graphs to record data, using appropriately labeled axes.   | X | X | X |  |  |  | X | X |  |

## Grade 2


**HISTORY/SOCIAL SCIENCE**

|              |   |          |          |          |          |  |          |  |
|--------------|---|----------|----------|----------|----------|--|----------|--|
| <b>2.1.2</b> | <b>Social Science:</b> Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians   |          |          |          | <b>X</b> |  |          |  |
| <b>2.2.1</b> | <b>Social Science:</b> Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school). | <b>X</b> | <b>X</b> | <b>X</b> |          |  |          |  |
| <b>2.2.4</b> | <b>Social Science:</b> Compare and contrast basic land use in urban, suburban, and rural environments in California.  |          |          | <b>X</b> |          |  |          |  |
| <b>2.4.1</b> | <b>Social Science:</b> Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.            |          |          |          | <b>X</b> |  |          |  |
| <b>2.4.2</b> | <b>Social Science:</b> Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.   |          |          |          |          |  | <b>X</b> |  |
| <b>2.4.3</b> | <b>Social Science:</b> Understand how limits on resources affect production and consumption (what to produce and what to consume).  |          |          |          | <b>X</b> |  | <b>X</b> |  |

**PHYSICAL EDUCATION**

|            |  |  |          |  |  |          |          |          |
|------------|--|--|----------|--|--|----------|----------|----------|
| <b>3.1</b> | <b>Physical Education:</b> Participate in physical activities for increasing amounts of time that are enjoyable and challenging.                 |  | <b>X</b> |  |  |          |          | <b>X</b> |
| <b>3.5</b> | <b>Physical Education:</b> Demonstrate proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps.                    |  |          |  |  | <b>X</b> |          |          |
| <b>3.7</b> | <b>Physical Education:</b> Measure improvements in individual fitness levels.  |  | <b>X</b> |  |  |          |          |          |
| <b>4.4</b> | <b>Physical Education:</b> Explain that water is essential during physical activity to maintain normal body temperature and normal blood volume. |  |          |  |  |          | <b>X</b> |          |

