Alpine School District
6 Components of Literacy with Essential Standards
(K-3 DIBELs Correlation)

Second Grade	
6 Components of Literacy	**Essential**
Phonemic Awareness	N/A
Phonics	**RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words. (NWF)
Fluency	**RF.2.4** Read with sufficient accuracy and fluency to support comprehension. (DORF)
Vocabulary	**L.2.4** 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.
Comprehension	**RL.2.1/RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (DORF) **RI.2.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (DORF) **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.
Writing	**W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. **W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. **W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **L.2.1** Demonstrate command of the convention of standard English grammar and usage when writing or speaking. **L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical text, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (DORF) **RL.2.10 By the end of the year,** read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (DORF)

Alpine School District
Math Essential Standards-2nd Grade

Operations and Algebraic Thinking
Represent and solve problems involving addition and subtraction. Fluently add and subtract within 20 and work with equal groups of objects to gain foundations for multiplication.

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, for example, by using drawings and equations with a symbol for the unknown number to represent the problem.

2.OA.2 Fluently add and subtract within 20. *a. Add and subtract within 20 using mental strategies such as counting on; making ten (for example, $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (for example, $13 – 4 = 13 – 3 – 1 = 10 – 1 = 9$); using the relationship between addition and subtraction (for example, knowing that $8 + 4 = 12$, one knows $12 – 8 = 4$); and creating equivalent but easier or known sums (for example, adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). b. By the end of Grade 2, know from memory all sums of two one-digit numbers*

Numbers and Operations Base 10
Understand place value. Use place value understanding and properties of operations to add and subtract.

2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; for example, 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
  a. 100 can be thought of as a bundle of ten tens called a "hundred."
  b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction

Measurement and Data
Measure and estimate lengths in standard units and relate addition and subtraction to length. Work with time and money. Represent and interpret data.

2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. For example, if you have 2 dimes and 3 pennies, how many cents do you have?

Geometry
Reason with shapes and their attributes.

2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Total: 8 Standards