

# Oakland Unified School District presents the Parents as Partners Guide to Common Core Standards 2<sup>nd</sup> Grade

Oakland Unified School District holds a set of core beliefs about the families we serve each and every day.

- Core Belief #1** All parents have dreams for their children and want the best for them.
- Core Belief #2** Partnerships with families are essential to academic achievement.
- Core Belief #3** All parents can support their children’s learning.
- Core Belief #4** The responsibility for building partnerships between school and home rests primarily on the school staff, especially school leaders.

Because we hold these family engagement core beliefs, we have developed tools and resources to ensure that all families understand the **Common Core Standards** and are able to support learning at home. These resources include the *Common Core Backpack*, which are activities that parents can use at home to reinforce the Common Core Standards.

What are the Common Core Standards?	Why Common Core?
<p>In the past, each state had its own set of educational standards. This caused confusion and concerns about whether or not our students were ready for college and careers at the time of their high school graduation. California voluntarily adopted the Common Core Standards in 2010.</p> <p>The Common Core State Standards (CCSS) are a set of learning expectations in English language arts and mathematics designed to prepare K-12 students for college and career success. The CCSS communicate what is expected of students at each grade level, putting students, parents, teachers, and school administrators on the same page, while working toward shared goals.</p>	<p>The Common Core State Standards are important because they will help all children – no matter who they are – learn the same skills needed for college and career. They create clear expectations for what your child should know and be able to do in key areas: Literacy (<b>reading, writing, speaking and listening</b> in all subject areas) and <b>Mathematics</b>. If you know what these expectations are, then you can help your child prepare because you are your child’s first teacher.</p> <p>Our students are future scientists, researchers, managers, and designers. They must be problem solvers and collaborators. The common core prepares them to compete with not only American peers in other states, but with students from around the world.</p>

## How can families support school success?

Partnerships with families are essential to academic achievement. Put simply, schools cannot educate students alone. How can families partner with the school?

1. Know what your child should be learning in 2<sup>nd</sup> Grade.
2. Ask the teacher if your child has mastered the skills that have been taught.
3. Ask how you can support learning at home. Ask for activities from the *Common Core Backpack*, which are activities that parents use at home with their child to support mastery of the Common Core Standards.
4. Read. Read. Read. Have your child read each day and ask them questions. Then have them go into the text to answer the question, “How do you know?”
5. Make sure your child is reading non-fiction books often.

# 2<sup>nd</sup> Grade Common Core Standards

Here are some key **English Language Arts** skills being taught in 2<sup>nd</sup> Grade. For a complete list of the California Common Core Standards, please visit the California Department of Education's website (<http://www.cde.ca.gov/re/cc/>).

There is a Common Core Backpack activity for each of the Common Core Standards listed below.

Common Core Standard		Basically, this means your child can...
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Tell who, what, where, when, why and how after reading stories.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Retell a story.
RL.2.3	Describe how characters in a story respond to major events and challenges.	Tell how characters in a story respond to parts in a story.
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.	Tell who, what, where, when, why and how after reading nonfiction.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Find the main idea in a section of nonfiction.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Understand how words in a story can sound like music.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Find and understand the beginning, middle and end of a story.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Tell about the points of view of different characters.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Use words and pictures to help me tell about the characters, setting and plot.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Use diagrams and pictures to help him understand nonfiction.
RI.2.8	Describe how reasons support specific points the author makes in a text.	Find reasons to support the main idea of nonfiction.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Read second grade words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>	Read with expression. Read accurately. Reread to understand what words mean.

# 2<sup>nd</sup> Grade Common Core Standards

Here are some key **Mathematics** skills being taught in 2<sup>nd</sup> Grade. For a complete list of the California Common Core Standards, please visit the California Department of Education's website (<http://www.cde.ca.gov/re/cc/>).

There is a Common Core Backpack activity for each of the Common Core Standards listed below.

Common Core Standard		Basically, this means your child can...
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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. <sup>1</sup>	Use strategies to solve addition and subtraction word problems.
2.OA.2	Fluently add and subtract within 20 using mental strategies. <sup>2</sup> By end of Grade 2, know from memory all sums of two one-digit numbers.	Quickly recall their addition and subtraction facts.
2.OA.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	Group objects to tell if a number is odd or even.
2.OA.4	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.	Use repeated addition to help me understand multiplication.
2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.	Count to 1,000 using 1s, 5s, 10s and 100s.
2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	Compare three-digit numbers using $<$ , $=$ , and $>$ .
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.	Add and subtract three-digit numbers.
2.NBT.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	Add and subtract tens and hundreds in their head.
2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Tell time to five minutes and understand a.m. and p.m.
2.MD.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>	Count money to help solve word problems.
2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. <sup>5</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Name and draw shapes.
2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Find the area of a rectangle.