

<p align="center">California Common Core Standards for Second Grade</p>	<p align="center">Corresponding Lesson Block in Earthschooling Meeting these Standards</p>
<p>LANGUAGE</p>	<p>LANGUAGE</p>
<p>Reading Standards for Literature</p>	
<p>Key Ideas and Details</p> <p>1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>3. Describe how characters in a story respond to major events and challenges.</p>	<p>Second Grade Fables and Folktales Block Second Grade Hero Stories Second Grade Animal Stories</p>
<p>Craft and Structure</p> <p>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>Second Grade Fables and Folktales Block Second Grade Hero Stories Second Grade Animal Stories Eurythmy: Little Verses Eurythmy: Qui Qui Watercolor Verses for the Year</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>8. (CA PDF states, “Category NA to Literature”)</p> <p>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>Second Grade Fables and Folktales Block Second Grade Hero Stories Second Grade Animal Stories Second Grade Main Lesson Book</p>

<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Second Grade Fables and Folktales Block Second Grade Hero Stories Second Grade Animal Stories</p>
<p>Reading Standards for Informational Texts</p>	
<p>Key Ideas and Details</p> <p>1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Second Grade Hero Stories</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Second Grade Hero Stories Vintage Books for Silent Reading for Second Graders</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>8. Describe how reasons support specific points the author makes in a text.</p> <p>9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Second Grade Hero Stories Chalkboard Drawing by Teacher Vintage Books for Silent Reading for Second Graders</p>

<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Vintage Books for Silent Reading for Second Graders</p>
<p>Reading Standards for Foundational Skills</p>	
<p>Phonics and Word Recognition</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <ol style="list-style-type: none"> 1. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2. Know spelling-sound correspondences for additional common vowel teams. 3. Decode regularly spelled two-syllable words with long vowels. 4. Decode words with common prefixes and suffixes. 5. Identify words with inconsistent but common spelling-sound correspondences. 6. Recognize and read grade-appropriate irregularly spelled words. 	<p>Lesson Block: Language: Sixth Sense Reading & Lower Case Lesson Supplement: Word Family Houses Vintage Books for Silent Reading</p>
<p>Fluency</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> 1. Read on-level text with purpose and understanding. 2. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>Lesson Block: Language: Sixth Sense Reading & Lower Case Lesson Supplement: Word Family Houses Vintage Books for Silent Reading</p>

<p>Writing Standards for Second Grade</p>	
<p><i>Text Types and Purpose</i></p> <p>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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>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.</p> <p>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.</p>	<p>Main Lesson Book Work for the following Blocks: Second Grade Fables and Folktales Block Second Grade Hero Stories Second Grade Animal Stories</p>
<p><i>Production and Distribution of Writing</i></p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Main Lesson Book Work for the following Blocks: Second Grade Fables and Folktales Block Second Grade Hero Stories Second Grade Animal Stories <i>Digital: Optional Extension done by teacher/parent to put some Main Lesson Book pages on the computer</i></p>
<p><i>Research to Build and Present Knowledge</i></p> <p>7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>9. <i>(Starts in Fourth Grade)</i></p>	<p>Main Lesson Book Work for the following Blocks: Second Grade Fables and Folktales Block Second Grade Hero Stories Second Grade Animal Stories</p>

<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA</p>	<p>Main Lesson Book Work for the following Blocks: Second Grade Fables and Folktales Block Second Grade Hero Stories Second Grade Animal Stories</p>
<p>Speaking and Listening Standards for 2nd Grade</p> <p><i>Comprehension and Collaboration</i></p> <p>1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">A. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p style="padding-left: 40px;">B. Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p style="padding-left: 40px;">C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p style="padding-left: 40px;">A. Give and follow three- and four-step oral directions. CA</p> <p>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>Teacher/Parent telling stories and discussing them on a weekly basis (rather than reading them all the time). Student also participates in re-telling the story based on the following blocks: Second Grade Fables and Folktales Block Second Grade Hero Stories Second Grade Animal Stories</p> <p>Teacher/Parent telling the story as they create a chalkboard or Main Lesson Book image along with giving students directions in how to re-create the image or follow the story based on the same blocks above.</p> <p>Second Grade Handwork Block also fulfills 2.A</p>

<p>Presentation of Knowledge and Ideas</p> <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA</p> <p>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p>	<p>Teacher/Parent telling stories and discussing them on a weekly basis (rather than reading them all the time). Student also participates in re-telling the story based on the following blocks: Second Grade Fables and Folktales Block Second Grade Hero Stories Second Grade Animal Stories</p> <p>Student recreates story in their Main Lesson Book with drawings</p> <p>Student re-counts the story verbally or by play-acting the story.</p> <p><i>Audio Recordings: Optional by Parent/Teacher: The verbal student work above can be recorded.</i></p>
<p>Language Standards</p>	
<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use collective nouns (e.g., <i>group</i>).</p> <p>B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<p>Weekly Main Lesson Book in writing includes all these skills as the student does the following on a weekly basis:</p> <p>1. Copies weekly verses put on the board by the teacher/parent 2. Copies phrases from books put on the board by the teacher/parent 3. Writing in the Main Lesson Book 4. Good ‘penmanship’ is emphasized and encouraged through the creation of a Main Lesson Book with proper lines and standards.</p> <p>Lesson Block: Second Grade Form Drawing</p>

<p>G. Create readable documents with legible print. CA</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize holidays, product names, and geographic names.</p> <p>B. Use commas in greetings and closings of letters.</p> <p>C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>D. Generalize learned spelling patterns when writing words (e.g., cage→badge; boy → boil).</p> <p>E. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	
<p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	<p>Teacher/Parent telling stories and discussing them on a weekly basis (rather than reading them all the time). Student also participates in re-telling the story based on the following blocks: Second Grade Fables and Folktales Block Second Grade Hero Stories Second Grade Animal Stories</p> <p>Teacher/parent also reads some stories directly from books to show difference between formal and informal language.</p>
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>B. Determine the meaning of the new word formed when a known prefix is added to a</p>	<p>Teacher/Parent telling stories and discussing them on a weekly basis (rather than reading them all the time). Student also participates in re-telling the story based on the following blocks: Second Grade Fables and Folktales Block Second Grade Hero Stories Second Grade Animal Stories</p> <p>During this process many new vocabulary words are introduced, explore, and explained. Student will write them in their Main Lesson Book.</p>

<p>known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. CA</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>A. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>Relationship of story to real-life of the child is often discussed or brought up. Students are encouraged to share their own stories that the 'told story' reminds them of.</p> <p><i>Using Dictionaries: We do not supply entire dictionaries as a curriculum provider. However, this is a key item all classrooms should have available at this age. An advanced picture dictionary is suitable for second graders.</i></p> <p>Circle Time discussions and Main Lesson Discussions encourage and advance #5 and #6</p>
<p>Mathematics</p>	<p>Mathematics</p>
<p>In grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.</p>	<p>Weekly recipe is provided by the curriculum and made with students and students measure ingredients.</p> <p>Second Grade Math & Waldorf Math Poems Block</p> <p>Second Grade Form Drawing Block</p> <p>Lesson Block: Second Grade Handwork: Counting and base ten are part of the knitting and handwork lessons, these lessons also include work with shapes and measurement.</p>

Common Core Standards for California: Second Grade: Based on:
<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf> and
<https://www.cde.ca.gov/be/st/ss/documents/ccsmathstandardaug2013.pdf>

<p>Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).</p>	<p>Second Grade Math Block</p> <p>Lesson Block: Second Grade Handwork: Counting and base ten are part of the knitting and handwork lessons, these lessons also include work with shapes and measurement.</p> <p>Waldorf Math Verses and Poems</p>
<p>Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.</p>	<p>Daily Math Practice of the Four Processes Learning in First Grade. Worksheets for practice are provided by Earthschooling.</p> <p>Second Grade Math Block</p>
<p>Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.</p>	<p>Lesson Block: Second Grade Handwork: Counting and base ten are part of the knitting and handwork lessons, these lessons also include work with shapes and measurement.</p> <p>Sixth Sense Math Book</p>
<p>Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three- dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.</p>	<p>Second Grade Form Drawing Block</p>

<p><i>Operations and Algebraic Thinking</i></p> <p>1.Represent and solve problems involving addition and subtraction: 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.</p> <p>2.Add and Subtract Within 20: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>3. Work with equal groups of objects to gain foundations for multiplication.</p> <p>A. 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.</p> <p>B. 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.</p>	<p>Second Grade Math Block Sixth Sense Math Block Use of Manipulatives in Math: Using natural materials such as small stones, shells, and other items found in nature. Bean-bag math practice during circle time Worksheets put into the Main Lesson Book</p>
<p><i>Number and Operations in Base 10</i></p> <p>Understand place value</p> <p>1.Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>100 can be thought of as a bundle of ten tens—called a “hundred.” 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).</p>	<p>Second Grade Math Block Sixth Sense Math Block Use of Manipulatives in Math: Using natural materials such as small stones, shells, and other items found in nature. Bean-bag math practice during circle time Skip counting games during circle time Worksheets put into the Main Lesson Book <i>Optional: Work with an abacus is introduced in first and second grade as an option.</i></p>

2.Count within 1000; skip-count by 2s, 5s, 10s, and 100s. CA

3.Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

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.

Use place value understanding and properties of operations to add and subtract

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

6.Add up to four two-digit numbers using strategies based on place value and properties of operations.

7.Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

9. Explain why addition and subtraction strategies work, using place value and the properties of operations

<p>Measurement and Data</p> <p>Measure and estimate lengths in standard units</p> <ol style="list-style-type: none">1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.3. Estimate lengths using units of inches, feet, centimeters, and meters.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard-length unit. <p>Relate addition and subtraction to length</p> <ol style="list-style-type: none">5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, . . . , and represent whole-number sums and differences within 100 on a number line diagram. <p>Work with time and money</p> <ol style="list-style-type: none">7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year). CA	<p>Daily calendar in Circle Time (date, time, season) Form Drawing on a Large Scale Second Grade Arts & Handwork Block Woodworking Project (Handwork) Knitting Project (Handwork) <i>Money: Real-life experience shopping for school supplies throughout the year. Formal lesson in money is available through a third-grade supplement.</i> <i>Bar Graph: Parent/Teacher provides a bar graph as part of some of the Main Lesson Images – for example they might create a graph showing the strength of each animal in one of the fables or the length of time it takes for each animal to complete the race. This is to be integrated into the Main Lesson drawings</i></p>
--	---

<p>8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</p> <p><i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i></p> <p>Represent and interpret data.</p> <p>9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p>10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problem using information presented in a bar graph.</p>	
<p>Geometry</p> <p>Reason with shapes and their attributes</p> <ol style="list-style-type: none"> 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, 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. 	<p>Second Grade Form Drawing Block is done visually, using the whole body, using shapes in nature, shapes in beeswax or dough, shapes drawn in the Main Lesson Book and even shapes created on a large scale, such as on pavement with chalk.</p> <p>Partitioning is done during weekly bread-making day. Bread can be shaped and baked in different shapes and partitioned.</p>

Common Core Standards for California: Second Grade: Based on:
<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf> and
<https://www.cde.ca.gov/be/st/ss/documents/ccsmathstandardaug2013.pdf>