

2nd grade Standards Analysis

History-Social Science

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
	2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments. 1. 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). 2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date. 3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip. 4. Compare and contrast basic land use in urban, suburban, and rural environments in California.		

Science



**Unless otherwise specified, “descriptions” referenced in the evidence statements could include but are not limited to written, oral, pictorial, and kinesthetic descriptions.*

2-LS2-2 Ecosystems: Interactions, Energy, and Dynamics

Students who demonstrate understanding can:

2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*

The performance expectation above was developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.

- Develop a simple model based on evidence to represent a proposed object or tool.

Disciplinary Core Ideas

LS2.A: Interdependent Relationships in Ecosystems

- Plants depend on animals for pollination or to move their seeds around.

ETS1.B: Developing Possible Solutions

- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. *(secondary)*

Crosscutting Concepts

Structure and Function

- The shape and stability of structures of natural and designed objects are related to their function(s).

Observable features of the student performance by the end of the grade:

1	Components of the model						
a	Students develop a simple model that mimics the function of an animal in seed dispersal or pollination of plants. Students identify the relevant components of their model, including those components that mimic the natural structure of an animal that helps it disperse seeds (e.g., hair that snares seeds, squirrel cheek pouches that transport seeds) or that mimic the natural structure of an animal that helps it pollinate plants (e.g., bees have fuzzy bodies to which pollen sticks, hummingbirds have bills that transport pollen). The relevant components of the model include: <table border="1" style="margin-left: 20px;"> <tr> <td>i.</td><td>Relevant structures of the animal.</td></tr> <tr> <td>ii.</td><td>Relevant structures of the plant.</td></tr> <tr> <td>iii.</td><td>Pollen or seeds from plants.</td></tr> </table>	i.	Relevant structures of the animal.	ii.	Relevant structures of the plant.	iii.	Pollen or seeds from plants.
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ii.	Relevant structures of the plant.						
iii.	Pollen or seeds from plants.						
2	Relationships						
a	In the model, students describe* relationships between components, including evidence that the developed model mimics how plant and animal structures interact to move pollen or disperse seeds. <table border="1" style="margin-left: 20px;"> <tr> <td>i.</td><td>Students describe* the relationships between components that allow for movement of pollen or seeds.</td></tr> <tr> <td>ii.</td><td>Students describe* the relationships between the parts of the model they are developing and the parts of the animal they are mimicking.</td></tr> </table>	i.	Students describe* the relationships between components that allow for movement of pollen or seeds.	ii.	Students describe* the relationships between the parts of the model they are developing and the parts of the animal they are mimicking.		
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3	Connections						
a	Students use the model to describe*: <table border="1" style="margin-left: 20px;"> <tr> <td>i.</td><td>How the structure of the model gives rise to its function.</td></tr> <tr> <td>ii.</td><td>Structure-function relationships in the natural world that allow some animals to disperse seeds or pollinate plants.</td></tr> </table>	i.	How the structure of the model gives rise to its function.	ii.	Structure-function relationships in the natural world that allow some animals to disperse seeds or pollinate plants.		
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Opinion Writing

Anchor Standard: CCSS.ELA-LITERACY.CCRA.W.1 - Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

1st Grade: W.1.1- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	2nd Grade: 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.	3rd Grade: W.3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.1 A- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.1.B- Provide reasons that support the opinion. W.3.1.C-Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. W.3.1.D- Provide a concluding statement or section.
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Sample Standards Analysis for Reading Standard 2

Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

	1st Grade:	2nd Grade:	3rd Grade
Informational Texts	RI.1.2- - Identify the main topic and retell key details of a text.	RI.2.2- - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	RI.3.2- - Determine the main idea of a text; - recount the key details and explain how they support the main idea.
Literary Texts (Literature)	RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	RL.3.2- - Recount stories, including fables, folktales, and myths from diverse cultures; - determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Using the Organization of the Reading Standards to Plan Questions and Instruction

RI.2.1 – Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	RI.2.2- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	RI.2.10- 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.
Planning for Instruction:		