



Essential Standards

Quick Guide – Second Grade

This document outlines the essential standards for Second Grade English Language Arts, Mathematics, Science, and Social Studies, which are foundational for future grades in each discipline.

Essential standards are explicitly taught, assessed more than once, and targeted for intervention if students have not yet reached proficiency. Assessments can be both formative and summative. Interventions are implemented within the classroom to support students who are not yet proficient.

All Idaho Content Standards are detailed in the Essential Standards Extended Guide.

ELA Essential Standards

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2.FR.PA.2a: Reverse phonemes in spoken one-syllable words (e.g., reverse initial and final consonants in the word “pat” and say the resulting word).
2.FR.PH.3a: Know spelling-sound correspondences for common short and long vowel teams (e.g., head, hook, boat, weigh) including diphthongs (e.g., toil, cloud).
2.FR.PH.3b: Decode regularly spelled two-syllable words with long and short vowels.
2.FR.PH.3c: Decode words with common prefixes and suffixes (e.g., un-, dis-, -ful, -less).
2.FR-PH.3e: Recognize and read grade-appropriate irregularly spelled words (e.g., was, again, been), including silent letter combinations.
2.RC.TE.3: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in grade-level texts heard or read.
2.RC.RF.4: Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings.
2.RC.L.5c: Describe the overall structure of stories heard or read, including identifying how the beginning introduces the story, and the ending concludes the action.
2.RC.NF.6a: Identify the central idea of texts heard or read.
2.RC.NF.6c Describe the overall structure of nonfiction texts heard or read, including identifying how the beginning introduces the story, and the ending concludes the action.
2.VD.WB.1b: Determine the meaning of new words formed when known prefixes (e.g., safe/unsafe, like/dislike) and suffixes (e.g., beauty/beautiful, light/lightness) are added to a known word.
2.VD.WB.1d. Use knowledge of the meaning of Individual words to predict the meaning of compound words) e.g., pain/painful, help/helpless).



ELA Essential Standards
2W.RW.2: Write arguments that express an opinion supported by details and reasons and provide a concluding sentence.
2W.RW.3: Write informational texts that state a focus and support the focus with facts and details and provide a concluding sentence.
2W.RW.4: Write personal or fictional stories that recount a short sequence of events, include details to develop the characters or experiences, and provide sense of closure.
2.W.HWK.7: Form letters correctly with functional speed. Space words and sentences properly so that writing can be read easily by another person.
2.ODC.OC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.GC.GU.1f: Distinguish between complete and incomplete sentences and recognize and use correct word order in written sentences.
2.GC.GU.1g: Produce and expand complete simple and compound sentences.
2.GC.M.2b: Apostrophes to form contractions and frequently occurring possessives.
2.GC.M.3a: Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

Math Essential Standards

Math Essential Standards
2.OA.A.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, by using physical, visual, and symbolic representations.
2.OA.B.2. Demonstrate fluency for addition and subtraction within 20 using mental strategies. By the end of grade two, recall basic facts to add and subtract within 20 with automaticity.
2.NBT.A.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$
2.NBT.B.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
2.NBT.B.7. Add and subtract whole numbers within 1,000, by using physical, visual, and symbolic representations, with an emphasis on place value, properties of operations, and/or the relationships between addition and subtraction.
2.NBT.B.8. Use mental strategies to add or subtract a number that is ten more, ten less, one hundred more, and one hundred less than a given three-digit number.
2.MD.A.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.MD.B.6. Represent whole numbers as lengths from zero 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.



Math Essential Standards
2.MD.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 problems using information presented in the graph.
2.G.A.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

Science Essential Standards

Essential Standards
Physical Science
2-PS-1.1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
2-PS-1.4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.
Life Science
2-LS-1.1 Plan and conduct an investigation to determine the impact of light and water on the growth of plants.
2-LS-1.2 Develop a model that demonstrates how plants depend on animals for pollination or the dispersal of seeds.
2-LS-2.1 Make observations of plants and animals to compare the diversity of life in different habitats.
Earth and Space Science
2-ESS-2.1* Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
2-ESS-2.2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.

**Additional Notes: Students can compare solutions that they observe, this standard does not require them to engineer their own solutions.*

Social Studies Essential Standards

Social Studies Essential Standards
2.SS.1.2 Compare the lives and contributions of two of the five federally recognized American Indian tribes in Idaho: the Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Shoshone Bannock Tribes, Nez Perce Tribe, and Shoshone-Paiute Tribes.
2.SS.1.3 Analyze and interpret events placed chronologically on a timeline.
2.SS.2.1 Develop geographic mapping skills using maps and globes by a) showing that map elements such as key, legend, and scale show how the map represents natural objects or places; b) applying knowledge of cardinal directions to use a compass rose; c) locating the countries of North America and the bordering oceans; d) Identifying and locating the seven



Social Studies Essential Standards
continents and the five oceans; e) identifying major rivers, mountain ranges, lakes, and other physical features; f) identifying boundary lines to separate states; and g) locating man-made features.
2.SS.2.4 Define city/suburb/town and urban/rural.
2.SS.3.1 Differentiate between the wants and needs of families and understand the purpose of a budget.
2.SS.3.2 Explain what employment means and define income, wages, and salary.
2.SS.4.6 Identify characteristics of good citizenship, such as courage, honesty, and responsibility, and identify the responsibilities of being a United States citizen.
2.SS.5.1 Compare your community with others in various parts of the world.

For Questions Contact

Content and Curriculum
Idaho Department of Education
650 W State Street, Boise, ID 83702
208 332 6800 | www.sde.idaho.gov

Elementary ELA and Dyslexia Coordinator

Karyn Kilpatrick-Snell
Kkilpatrick-snell@sde.idaho.gov

Mathematics Coordinator

Dr. Catherine Beals
cbeals@sde.idaho.gov

Science Coordinator

Andrea Baerwald
abaerwald@sde.idaho.gov

Social Studies Coordinator

Leslie Younger
lyounger@sde.idaho.gov