

Dear Parents:

The Irvine Unified School District is committed to providing each of our students with the highest quality learning experiences possible. We believe that the best way to achieve successful academic growth is through the combined efforts of the school, parents, and child. One important way for parents to help is to be aware of what students are expected to learn. Toward that end, this document displays those learning goals considered essential at this grade level. These are referred to as grade-level content standards, and they are listed for language arts, mathematics, science, and social science.

These content standards drive the plans for daily instruction and homework. Content standards also provide the basis for progress reports and report cards. Parent/teacher conferences add further clarity regarding student progress on grade-level standards.

Along with solid instruction, these standards invite students, teachers, and parents to work together in the classroom, and at home, in the interest of success for all. For additional information on grade-level content standards, please visit our web site at: http://www.iusd.org/education_services/CurricularPrograms.html.

Sincerely,



Gwen E. Gross, Ph.D.
Superintendent of Schools

In order to further assist parents in helping their students please refer to our website: http://www.iusd.org/parent_resources/ParentsHelpingStudents.html.

The following is an example of the items on the above mentioned website:

How to Make a Better Student

- A parent's guide on what you can do to help

Family Literacy Project

IUSD tips for parents helping children learn to read

- [Tips for Reading to Your Child](#)
- [Phrases that Encourage](#)
- [Questions that Encourage Conversation about Reading](#)
- [Concepts about Print](#)
- [Phonemic Awareness Activities For 4-5-6 Year Olds](#)
- [Phonemic Awareness Activities For 6-7 Year Olds](#)
- [Bibliography: K-3 Phonemic Awareness](#)
- [Ten Tips: Helping Your Child Read Effectively](#)
- [Breaking the Sound-It-Out Barrier](#)
- [Reading Tips for Parents, Primary Caregivers, and Educators](#)
- [Helping Children Develop Oral-Language Skills](#)
- [The Family Literacy Project Video Purchase Form](#)

Standardized Testing (STAR program)

- How parents can help improve the achievement levels measured by the Stanford 9

Children's Literature Web Guide

- Reviews children's literature

Encyclopedia Britannica

- On-line subscriber's service, the encyclopedia for a monthly fee

On-line Magazines

- Access to on-line magazines

Scholastic

- Take a look around this publisher's page, includes links

Spelling

- [How Parents Can Help Their Children With Spelling and Writing](#)
- [Spelling Benefits](#)

Phonics

- [How Parents Can Assist With Phonics K-2](#)
- [Breaking the Sound-It-Out Barrier](#)

Mathematics Resources for Parents

- Resources designed to help parents help their students with math

Kindergarten

- Activities that support Kindergarten learning

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IUSD Board of Education

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Irvine Unified School District's Essential Standards Grade 2

READING

Word Analysis, Fluency, and Systematic Vocabulary Development

The Student Will:

- Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
- Decode two-syllable nonsense words and regular multisyllable words.
- Read aloud with fluency and accuracy and with appropriate intonation and expression.
- Understand and explain common antonyms and synonyms.
- Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).
- Identify simple multiple-meaning words.

Reading Comprehension

- Use titles, table of contents, and chapter headings to locate information in expository text.
- State the purpose in reading (i.e., tell what information the student is seeking).
- Use knowledge of author's purpose(s) to comprehend informational text.
- Ask clarifying questions concerning essential textual elements of exposition (e.g., why, what if, how).
- Interpret information from diagrams, charts, and graphs.

Literary Response and Analysis

- Compare and contrast plots, settings, and characters presented by different authors.
- Identify the use of rhythm, rhyme, and alliteration in poetry.

WRITING

Writing Strategies

The Student Will:

- Group together related ideas, and maintain a consistent focus.
- Create readable documents with legible handwriting.
- Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).
- Revise original drafts to improve sequence and provide more descriptive detail.

Writing Applications

- Write brief narratives based on their experiences.

WRITTEN AND ORAL LANGUAGE CONVENTIONS

Sentence Structure Grammar, Punctuation, Capitalization, Spelling

The Student Will:

- Have a command of the English-language conventions, including sentence structure, grammar, punctuation, capitalization, and spelling appropriate to their grade level.

LISTENING AND SPEAKING

Listening and Speaking Strategies

The Student Will:

- Ask for clarification and explanation of stories and ideas.
- Paraphrase information that has been shared orally by others.
- Organize presentations to maintain a clear focus.
- Recount experiences in a logical sequence.

Speaking Applications

- Recount experiences or present stories.
- Report on a topic with facts and details, drawing from several sources of information.

MATHEMATICS

Number Sense

The Student Will:

- Understand the relationship among numbers, quantities and place value in whole numbers up to 1,000.
- Find the sum or difference of two whole numbers up to three digits long.
- Model using concrete materials and solve simple multiplication and division problems.
- Know the multiplication tables of 2's, 5's, and 10's (to "times 10") and commit to memory.
- Recognize fractions of a whole and parts of a group (eg., 1/4th of a pie, 2/3rd of 15 balls).
- Model and solve problems by representing, adding, and subtracting amounts of money.
- Use a variety of strategies to estimate and compute mentally.

Algebra and Functions

- Use the commutative and associative rules to simplify mental calculations and check results.
- Relate problem situations and number sentences involving addition and subtraction.
- Recognize, describe, extend, and explain how to get the next term in linear patterns (e.g., 4, 8, 12 . . . the number of ears on 1, 2, 3, 4 . . . horses).

Measurement and Geometry

- Measure the length of an object to the nearest 1/4 inch and/or centimeter.
- Tell time to the nearest 5-minute interval.
- Know time relationships (e.g., minutes in an hour, days in a month, weeks in a year).
- Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.
- Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can form a rectangle).

Statistics, Data Analysis, and Probability

- Collect, record, organize, display, and interpret numerical data on bar graphs and other representations.

Mathematical Reasoning

- Solve problems using a 4-step process:
 - Make decisions about how to approach problems.
 - Use strategies, skills and concepts in finding solutions.
 - Communicate results by explaining their process and solution.
 - Determine a solution is complete and make connections to similar problems.

SCIENCE

Physical Science

The Student Will:

- Understand that the motion of objects can be observed and measured.
- Understand the way to change how something is moving is to give it a push or pull.

Life Sciences

- Understand animals meet their needs in different ways, and have predictable life cycles.
- Understand the sequential stages of life cycles are different for different animals, for example butterflies, frogs, and mice.
- Understand the many characteristics of an organism are inherited from the parents. Some characteristics are caused by, or influenced by, the environment.

Earth Sciences

- Understand how to compare the physical properties of different kinds of rocks and that rock is composed of different combinations of minerals.
- Understand that soil is made partly from weathered rock and partly from organic materials, and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.

Science Process Skills (Investigation and Experimentation)

- Understand how to make predictions based on patterns of observation rather than random guessing.
- Understand how to construct bar graphs to record data using appropriately labeled axes.

SOCIAL SCIENCE

The Student Will:

- Differentiate between those things that happened long ago and yesterday.
- Demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
- Explain the institutions and practices of governments in the United States and other countries.
- Understand basic economic concepts and their individual roles in the economy, and demonstrate basic economic reasoning skills.
- Understand the importance of individual action and character and explain how heroes from long ago and the recent past make a difference in others' lives.