

JSD #25I -2nd Grade Essential Standards

School Year 2026-2027

Modified February 5, 2026

ELA

"Essential standards are explicitly taught, assessed more than once, and intervened upon if students have not yet reached proficiency" (State of Idaho, Extended Guide ELA).

Key: (W) is Winter Trimester, (Y) is Year End.

Standard	Standard Description
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). (Y)
2.FR.PH.3b	Decode regularly spelled two-syllable words with long and short vowels. (Y)
2.FR.PH.3c	Decode words with common prefixes and suffixes (e.g., un-, dis-, -ful, -less). (Y)
2.FR.PH.3e	Recognize and read grade-appropriate irregularly spelled words (e.g., was, again, been), including silent letter combinations. Jefferson School District #25I uses the 95 Phonics Core Program® High-Frequency Words List for Grade 2. (Y)
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. (Y)
2.RC.RF.4	Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings. (Y)
2.RC.NF.6a	Identify the central idea of texts heard or read. (Y)
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. (Y)
2.W.RW.2	Write arguments that express an opinion supported by details and reasons and provide a concluding sentence. (Y)
2.W.RW.3	Write informational texts that state a focus and support the focus with facts and details and provide a concluding sentence. (Y)
2.W.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. (W)
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. (Y)
2.ODC.OC.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media (fiction and nonfiction). (Y)
2.GC.GU.1f	Distinguish between complete and incomplete sentences and recognize and use correct word order in written sentences. (Y)
2.GC.GU.1g	Produce and expand complete simple and compound sentences. (Y)
2.GC.M.2b	Apostrophes to form contractions and frequently occurring possessives. (Y)
2.GC.M.3a	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (Y)

JSD #251 -2nd Grade Essential Standards

School Year 2026-2027

Modified February 5, 2026

Math

"Essential standards are explicitly taught, assessed multiple times, and receive targeted interventions for students who have not yet reached proficiency" (Idaho Department of Education, Mathematics Essential Standards Extended Guide).

Key: (F) is Fall, (W) is Winter Trimester, (Y) is Year End.

Standard	Standard Description
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. (W)
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. (Y)
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. (W)
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. (F)
2.MD.D.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. (F)
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 $<$. (W)
2.NBT.B.6.	Add up to four two-digit numbers using strategies based on place value and properties of operations. (W)
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. (Y)
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. (W)
2.G.A.2.	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. (Y)