

<b>English Language Arts (ELA)</b>			
<b>Timeline</b> (# of days)	<b>Topic</b>	<b>Standards</b>	<b>Key Vocabulary</b>
5	<input type="checkbox"/> The Invisible Boy	<b>RL 2.1, RL 2.3, RL 2.7, L 2.2</b>	Making connections, Capitalization, Punctuation
5	<input type="checkbox"/> A Bad Case of the Stripes	<b>RL 2.1, RL 2.3, RI 2.5, L 2.2</b>	Summarizing with "Somebody Wanted But So", ABC Order
5	<input type="checkbox"/> Sheila Rae, The Brave	<b>RL 2.7, L 2.4</b>	Comparing texts by the same author, Compound words
5	<input type="checkbox"/> Edward the Emu	<b>RL 2.1, L 2.2</b>	Making predictions, Capitalization, Punctuation
5	<input type="checkbox"/> When I was Young in the Mountains	<b>RL 2.1, RL 2.7, L 2.1</b>	Analyzing the setting, Parts of speech; nouns
5	<input type="checkbox"/> The Salamander Room	<b>L 2.1, L 2.6</b>	Sensory language/imagery, Parts of speech; adjectives
5	<input type="checkbox"/> Wilfrid Gordon McDonald Partridge	<b>RL 2.1, RL 2.7, L 2.1</b>	Making inferences and drawing conclusions, Parts of speech; verbs
5	<input type="checkbox"/> A Visitor for Bear	<b>RL 2.1, RL 2.7, RL 2.1</b>	Making inferences and drawing conclusions, Parts of speech; review
5	<input type="checkbox"/> I Need My Monster	<b>RL 2.3, RL 2.6, RL 2.7, L 2.1</b>	Making connections, Drama; Reader's Theatre, Common and Proper Nouns
<b>Writing</b>			
<b>Timeline</b> (# of days)	<b>Topic</b>	<b>Standards</b>	<b>Key Vocabulary</b>
	<input type="checkbox"/> <b>Narrative Writing</b>	<b>W.2.3</b>	<b>describe, description, descriptive details, topic, closure, event, recount, sequencing, revision, strengthen</b>

## Foundational Skills

Timeline (# of days)	Topic	Standards	Key Vocabulary
<p><b>Spiraling</b> RF.2.2 RF.2.4c, f RF.2.5</p> <p><b>Taught this 9 weeks</b> 2.4a</p>	<ul style="list-style-type: none"> <li>❑ Printing upper and lowercase letters legibly and proportionally</li> <li>❑ a. Distinguish <b>long</b> and <b>short vowels</b> when reading regularly spelled <b>one-syllable</b> words.</li> <li>❑ C. <b>Decode</b> regularly spelled <b>two-syllable</b> words with long vowels.</li> <li>❑ F. <b>Recognize</b> and <b>read</b> grade appropriate <b>irregularly</b> spelled words.</li> <li>❑ Read with sufficient <b>accuracy</b> and <b>fluency</b> to support comprehension</li> </ul>	<ul style="list-style-type: none"> <li>❑ <b>RF.2.2</b></li> <li>❑ <b>RF.2.4 a</b></li> <li>❑ <b>RF.2.4c</b></li> <li>❑ <b>RF.2.4f</b></li> <li>❑ <b>RF.2.5</b></li> </ul>	<p><b>Analysis, decode, syllable, vowels, consonants</b></p> <p><b>Expression, fluency, fluid reading, purpose, self-correct, text</b></p>

## Speaking and Listening

Timeline (# of days)	Topic	Standards	Key Vocabulary
<p><b>Spiraling</b> SL.2.1 a,b</p> <p><b>Taught this 9 weeks</b> SL.2.3 SL.2.4</p>	<p><b>Collaborative conversations</b> with peers and adults</p> <ul style="list-style-type: none"> <li>❑ a. Follow agreed-upon rules for discussions.</li> <li>❑ b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> </ul> <p><b>Ask and answer questions</b> about what a speaker says in order to clarify</p> <p><b>Tell a story</b> or <b>recount</b> an experience</p>	<ul style="list-style-type: none"> <li>❑ <b>SL.2.1a</b></li> <li>❑ <b>SL.2.1b</b></li> <li>❑ <b>SL.2.3</b></li> <li>❑ <b>SL.2.4</b></li> </ul>	<p><b>Analysis, decode, syllable, vowels, consonants</b></p> <p><b>Expression, fluency, fluid reading, purpose, self-correct, text</b></p>

## Language Skills

Timeline (# of days)	Topic	Standards	Key Vocabulary
<p><b>Spiraling</b> L.2.1 L.2.2</p>	<p><b>Command of the conventions</b> (see continuum)</p> <p><b>capitalization</b>, punctuation, and spelling when writing;</p>	<ul style="list-style-type: none"> <li>❑ <b>L.2.1</b></li> <li>❑ <b>L.2.2</b></li> </ul>	<p><b>Conventions, grammar, proficient, usage</b></p>

# English Language Arts (ELA)

## Standards

### Reading Literature

**RL2.1** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in text.

**RL2.3** Describe how characters in a story respond to major events and challenges.

**RL2.6** Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**RL2.10** By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

### Reading Informational

**RI2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RI2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject.

**RI2.5** Know and use various text features to locate key facts or information in a text efficiently.

**RI2.7** Explain how specific images contribute to and clarify a text.

### Foundational Skills

**RF2.2** Print all upper- and lowercase letters legibly and proportionally.

**RF2.4** Know and apply grade-level phonics and word analysis skills in decoding words.

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

c. Decode regularly spelled two-syllable words with long vowels.

f. Recognize and read grade-appropriate irregularly spelled words.

**RF2.5** Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

### Speaking and Listening

**SL2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions.

b. Build on others' talk in conversations by linking their comments to the remarks of others.

**SL2.3** 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.

**SL2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.

### Language

**L2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.

- Ensure subject/verb agreement
- Explain the function of nouns
- Use collective nouns (such as group)
- Form and use frequently occurring regular and irregular plural nouns
- Explain the function of verbs
- Form and use past tense of frequently occurring irregular verbs
- Form and use simple verb tenses
- Form and use the perfect verb tenses
- Convey sense of various times, sequences
- Recognize inappropriate shifts in verb tense

- Explain the function of adjectives
- Accurately choose which to use—adjective or adverb
- Explain the function of conjunctions
- Use coordinating and subordinating conjunctions
- Explain the function of adverbs
- Form and use comparative adverbs
- Produce, expand, and rearrange simple and compound sentences
- Explain the functions of prepositions
- Explain the function of pronouns
- Continue to use personal, possessive, and indefinite pronouns
- Use reflexive pronouns
- Correctly use a, an, and then
- Correctly use common homophones
- Explain the function of and use interjections

**L2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.

- Capitalize holidays
- Capitalize product names
- Capitalize geographical names
- Capitalize appropriate words in titles
- Use correct capitalization
- Use commas to separate single words in a series
- Use commas in greetings and closings of letters
- Use an apostrophe to form contractions
- Use an apostrophe to form frequently occurring possessives
- Use commas in addresses
- Use commas in dialogue
- For and use possessives
- Use quotation marks in dialogue
- Use conventional spelling for high frequency and other studied words and for adding suffixes to base words
- Use spelling patterns and generalizations (such as word families, position based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words
- Consult reference materials as needed to check and correct spellings

## I Can Statements

**RL.2.1** I can ask and answer who, what, where, when, why and how questions to show that I understand stories.

**RL.2.3** I can describe how characters in a story react to important events in the story.

**RL.2.6** I can show that I know the characters in a story by telling about them or by using different character voices when I read aloud.

**RL.2.10** I can read and understand second grade stories and poems by myself.

**RI.2.1** I can ask and answer who, what, where, when, why and how questions to show that I understand nonfiction.

**RI.2.4** I can figure out the meanings of words when I am studying a second grade topic.

**RI.2.5** I can understand and use all the helpful parts of nonfiction books to find important facts and details quickly.

**RI.2.7** I can use diagrams and pictures to help me understand nonfiction.

**RF.2.2** I can print both uppercase and lowercase letters proportionally.

**RF.2.4** I can decode using grade level phonics and word analysis skills.

**RF.2.5** I can read accurately and fluently to help my comprehension.

**SL.2.1** I can show that I know how to have good conversations with my friends and teachers.

**SL.2.2** I can talk about the important ideas and details after I listen to someone read or speak.

**SL.2.3** I can ask and answer questions about what a speaker says to help me understand the information better.

**SL.2.4** I can tell or share a story with important details to help others understand.

**SL.2.4** I can speak loudly, clearly and in complete sentences when I tell or share a story.

**SL.2.5** I can make a recording of a story or poem.

**SL.2.5** I can use drawings or other things like that to help people understand me better.

**SL.2.6** I can speak and share my ideas in complete sentences when someone asks me a question.

**L.2.1** I can show that I know how to use words correctly when I write and speak.

**L.2.2** I can show that I know how to write sentences correctly.

**L.2.3** I can write, speak, read, and listen by using what I know about the English language.

**L.2.4** I can figure out what words mean by using the strategies I know and by thinking about what I have read.

**L.2.5** I can figure out how words are related and how their meanings might be alike.

**L.2.6** I can use the new words I learn in different ways to show that I know what they mean.

## Writing

## Standards

**W.2.3** 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 transition words to signal event order, and provide a sense of closure.

a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.

b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

## I Can Statements

### W.2.3

I can use graphic organizers to plan my writing.

I can listen to others' ideas to revise and edit my writing and make it better.

I can write to tell an organized story with details about events, thoughts and feelings.

I can use temporal transition words in my story to create a sense of continuity between events in my story. (before, after, suddenly, finally)

## Resources

Write from the Beginning: **Narrative**  
Thinking Maps



## Second Grade 1st Nine Weeks

Math			
Timeline (# of days)	Topic	Standards	Key Vocabulary
15	<b>Go Math Chapter 3</b> Lesson 2, 4, 5, 6, 8, 9, 10 <input type="checkbox"/> Single Digit Addition and Subtraction	<b>NC.2.OA.1</b> <b>NC.2.OA.2</b>	Addition, subtraction, plus, minus, equals, count on, count back, addends, sum, difference, digit, equation
15	<b>Go Math Chapter 1</b> (whole chapter) <input type="checkbox"/> Number Concepts	<b>NC.2.NBT.2</b> <b>NC.2.NBT.3</b>	Odd, even, ones, tens, digit
15	<b>Go Math Chapter 2</b> (whole chapter) <input type="checkbox"/> Numbers to 1000	<b>NC.2.NBT.1</b> <b>NC.2.NBT.4</b>	Ones, tens, hundreds, thousand, digit, less than, more than, equal to, pattern, more, fewer, compare

Math
Standards
<p><b>NC.2.OA.1</b> Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:</p> <ul style="list-style-type: none"> <li>• One-Step problem:             <ul style="list-style-type: none"> <li>○ Add to/Take from-Start Unknown</li> <li>○ Compare-Bigger Unknown</li> <li>○ Compare-Smaller Unknown</li> </ul> </li> <li>• Two-Step problems involving single digits:             <ul style="list-style-type: none"> <li>○ Add to/Take from- Change Unknown</li> <li>○ Add to/Take from-Result Unknown</li> </ul> </li> </ul> <p><b>NC.2.NBT.1</b> Understand that the three digits of a three-digit number represent amounts of hundred, tens and ones:</p> <ul style="list-style-type: none"> <li>• Unitize by making a hundred from a collection of ten tens.</li> <li>• Demonstrate that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight or nine hundreds, with 0 tens and 0 ones.</li> <li>• Compose and decompose numbers using various groupings of hundred, tens, and ones.</li> </ul> <p><b>NC.2.NBT.2</b> Count within 1000; skip-count 5s, 10s, and 100s.</p>

**NC.2.NBT.3** Read and write numbers within 1000, using base-ten numerals, number names, and expanded form.

**NC.2.NBT.4** Compare two three-digit numbers based on the value of the hundreds, tens, and ones digits, using greater than, equal to, and less than symbols to record the results of comparisons.

## I Can Statements

- NC.2.OA.1** I can use strategies to solve addition word problems. (within 100)
- NC.2.OA.1** I can use strategies to solve subtraction word problems. (within 100)
- NC.2.OA.2** I know my addition facts.
- NC.2.OA.2** I know my subtraction facts.
- NC.2.OA.3** I can group objects to tell if a number is odd or even.
- NC.2.OA.3** I can write a number sentence to show how adding two of the same number will equal an even number.
- NC.2.OA.4** I can use addition to help me figure out how many objects are in an array.
- NC.2.OA.4** I can write a number sentence to show the total number of objects in an array.
- NC.2.NBT.1** I can understand and use hundreds, tens, and ones.
- NC.2.NBT.1.A** I can show that I understand that a bundle of ten “tens” is called a “hundred”.
- NC.2.NBT.1.B** I can show that I understand that the numbers I use when I count by hundreds have a certain number of hundreds, 0 tens, and 0 ones.
- NC.2.NBT.2** I can count to 1,000 by 1s, 5s, 10s, and 100s.
- NC.2.NBT.3** I can read and write numbers to 1,000 different ways.
- NC.2.NBT.4** I can compare three digit numbers using greater than, less than, and equal to because I understand hundreds, tens, and ones.

## Resources

[www.tools4ncteachers.com](http://www.tools4ncteachers.com)