

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

	<input type="checkbox"/> Narrative Writing	W.2.3	describe, description, descriptive details, topic, closure, event, recount, sequencing, revision, strengthen
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Foundational Skills

Timeline (# of days)	Topic	Standards	Key Vocabulary
Spiraling RF.2.2 RF.2.4c, f' RF.2.5 Taught this 9 weeks 2.4a	<input type="checkbox"/> Printing upper and lowercase letters legibly and proportionally <input type="checkbox"/> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. <input type="checkbox"/> C. Decode regularly spelled two-syllable words with long vowels. <input type="checkbox"/> F. Recognize and read grade appropriate irregularly spelled words. <input type="checkbox"/> Read with sufficient accuracy and fluency to support comprehension	<input type="checkbox"/> RF.2.2 <input type="checkbox"/> RF.2.4 a <input type="checkbox"/> RF.2.4c <input type="checkbox"/> RF.2.4f <input type="checkbox"/> RF.2.5	Analysis, decode, syllable, vowels, consonants Expression, fluency, fluid reading, purpose, self-correct, text

Speaking and Listening

Timeline (# of days)	Topic	Standards	Key Vocabulary
Spiraling SL.2.1 a,b Taught this 9 weeks SL.2.3 SL.2.4	Collaborative conversations with peers and adults <input type="checkbox"/> a. Follow agreed-upon rules for discussions. <input type="checkbox"/> b. Build on others' talk in conversations by linking their comments to the remarks of others. Ask and answer questions about what a speaker says in order to clarify Tell a story or recount an experience	<input type="checkbox"/> SL.2.1a <input type="checkbox"/> SL.2.1b <input type="checkbox"/> SL.2.3 <input type="checkbox"/> SL.2.4	Analysis, decode, syllable, vowels, consonants Expression, fluency, fluid reading, purpose, self-correct, text

Language Skills

Timeline (# of days)	Topic	Standards	Key Vocabulary
Spiraling L.2.1 L.2.2	Command of the conventions (see continuum) capitalization , punctuation, and spelling when writing;	<input type="checkbox"/> L.2.1 <input type="checkbox"/> L.2.2	Conventions, grammar, proficient, usage

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
- Form 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	Vocabulary	I can
1 day	11.1 3-Dimensional Shapes	2.G.1	Cube Sphere Cylinder Cone Rectangular	I can identify 3-dimensional shapes.
1 day	11.2 Attributes of 3-D Shapes	2.G.1	Face Edge Vertex Vertices	I can describe the number of faces, edges, and vertices of 3-D shapes.
1 day	11.4 2-D Shapes	2.G.1	Side Vertex Vertices	I can name shapes according to their sides and vertices.

			Quadrilateral Pentagon Hexagon	
1 day	11.5 Angles in 2-D Shapes	2.G.1	Angle Quadrilateral Pentagon Triangle rectangle	I can identify angles in 2-D shapes.
1 day	11.6 Sort 2-D shapes	2.G.1	Sides angles	I can sort 2-D shapes according to their attributes.
1 day	1.1 Even and Odd Numbers	2.OA.3	Even odd	I can classify numbers up to 20 as even or odd.
1 day	1.2 Represent Even Numbers	2.OA.3	Addition sentence	I can write equations with equal addends to represent even numbers.
2 days	1.3 Place Value	2.NBT.3	digits	I can use place value to describe values of digits in 2-digit numbers.
2 day	1.4 Expanded form	2.NBT.3	Tens ones	I can write 2-digit numbers in expanded form.
1 day	1.5 Different ways to write numbers	2.NBT.3		I can write 2-digit numbers in word form, expanded form, and standard form.
1 day	1.8 Counting patterns within 100	2.NBT.2		I can count by ones, fives, and tens within 100.
2 days	Chapter Review and Test			
1 day	3.1 Use Doubles Facts	2.OA.2	Sums doubles	I can use doubles facts for finding sums.

1 day	3.2 Addition Facts	2.OA.2	Addends Count on Number sentence	I can recall sums for basic facts.
2 day	3.4 Add 3 addends	2.OA.2	Sum addends	I can find sums of 3 addends.
1 day	3.5 Relate addition and subtraction	2.OA.2	Differences Related facts	I can use the inverse relationship of addition and subtraction to recall basic facts.
1 day	3.6 Practice Subtraction facts	2.OA.2	Count back	I can use mental strategies to recall basic subtraction facts.
1 day	3.8 Use drawings to represent problems	2.OA.1	Bar model	I can use bar models to represent addition and subtraction.
1 day	3.9 Use equations to represent problems.	2.OA.1	Number sentence	I can write equations to add and subtract.
2 days	Chapter Review and Test			
1 day	2.1 Group tens as hundreds	2.NBT.1	Tens hundreds	I can understand that each group of 10 tens is equal to 100.
2 days	2.2 Explore 3-digit numbers	2.NBT.1	Hundred	I can write 3 digit numbers as groups of tens.
2 days	2.3 Model 3-digit numbers	2.NBT.1		I can use concrete and picture models to represent 3-digit numbers.
1 day	2.4 Hundreds, Tens, and Ones	2.NBT.1 2.NBT.3		I can write 3-digit numbers represented by picture models.

1 day	2.5 Place Value to 1000	2.NBT.1	Thousand digit	I can use place value to describe the values of digits in numbers to a thousand.
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Math Resources

www.tools4ncteachers.com