

English Language Arts (ELA)

Timeline (# of days)	Topic	Standards	Key Vocabulary
5	☐ Crankenstein	RL 2.1, RL 2.3, RL 2.7, L 2.5, L 2.6	Making connections, Sequence of events, Quotations, Shades of meaning
5	☐ Stellanluna	RL 2.1, RL 2.3, RL 2.7, L 2.5	Making connections, Sequence of events, Strong verbs
5	☐ Spiders	RI 2.1, RI 2.4, RI 2.5, RI 2.7, L 2.2	Analyzing nonfiction, Locating facts, Types of sentences
5	☐ Turk and Runt	RL 2.1, RL 2.3, RI 2.5, L 2.1, L 2.6	Making inferences, Nonfiction-locating facts, Adverbs
5	☐ The Rough-Face Girl	RL 2.1, RL 2.2, RL 2.3, L 2.4, L 2.5	Comparing folktales, Comparing characters, Adjectives
5	☐ Those Shoes	RL 2.1, RL 2.2, RL 2.3, L 2.4, L 2.5	Text-to-world connections, Making inferences, Antonyms and synonyms
5	☐ Stone Soup	RL 2.1, RL 2.2, L 2.1	Making inferences, Simple and compound sentences
5	☐ How to Catch Santa	RL 2.1, RI 2.9, W 2.3, L 2.2	Asking questions, Comparing and contrasting, Transitional words
5	☐ Night Tree	RL 2.1, RI 2.2, L 2.2	Main Idea, Textual evidence, Contractions

Writing

Timeline (# of days)	Topic	Standards	Key Vocabulary
18 weeks	☐ Narrative Writing	W.2.3 W.2.4 W.2.5 W.2.6	Closure, describe, editing, event, recount, revision/revising, sequence

Foundational Skills			
Timeline (# of days)	Topic	Standards	Key Vocabulary
Spiraling RF.2.2 RF.2.4c RF.2.4f RF.2.5a Taught this 9 weeks RF.2.4b RF.2.5b	<ul style="list-style-type: none"> <input type="checkbox"/> Printing upper and lowercase letters legibly and proportionally <input type="checkbox"/> B. Know spelling-sound correspondences for additional common vowel teams. <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"/> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 	<ul style="list-style-type: none"> <input type="checkbox"/> RF.2.2 <input type="checkbox"/> RF.2.4b <input type="checkbox"/> RF.2.4c <input type="checkbox"/> RF.2.4f <input type="checkbox"/> RF.2.5a <input type="checkbox"/> RF.2.5b 	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.2.1a SL.2.1b SL.2.3 SL.2.4 Taught this 9 weeks SL.2.2	<p>Collaborative conversations with peers and adults</p> <ul style="list-style-type: none"> <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. <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Ask and answer questions about what a speaker says in order to clarify</p> <p>Tell a story or recount an experience</p>	<ul style="list-style-type: none"> <input type="checkbox"/> SL.2.1a <input type="checkbox"/> SL.2.1b <input type="checkbox"/> SL.2.2 <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 Recount, describe, key details
Language Skills			
Timeline (# of days)	Topic	Standards	Key Vocabulary
Spiraling L.2.1 L.2.2 Taught this 9 Weeks L.2.3	<p>Command of the conventions (see continuum)</p> <p>capitalization, punctuation, and spelling when writing;</p> <p>Using language knowledge when writing, speaking, reading and listening.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> L.2.1 <input type="checkbox"/> L.2.2 <input type="checkbox"/> L.2.3 	Conventions, grammar, proficient, usage, formal, informal style

ELA

Standards

RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.

RL2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.

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.

RI2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe.

RI2.9 Compare and contrast the most important points presented by two texts on the same topic.

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

B. Know spelling-sound correspondences for additional common vowel teams.

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.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

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

L.2.2 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

L.2.3 Use the knowledge of language and its conventions when writing, speaking, reading or listening.

I Can Statements

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.

Resources

Rooted In Reading Books

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.

W.2.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.

W.2.5 Participate in shared research and writing projects.

W.2.6 Recall information from experiences or gather information from provided sources to answer a question.

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)

W.2.4 I can use a computer or device to publish my writing.

W.2.5 I can use what I have learned to answer questions or I can find out the answers somewhere else.

I can work with my classmates to research the question and create a book, display or digital resource.

W.2.6 I can think about and use personal experiences and/or collected information to write.

Resources

Thinking Maps

Write from the beginning: **Narratives**

Second Grade 2nd Nine Weeks

Math			
Timeline (# of days)	Topic	Standards	Key Vocabulary
7	Go Math Chapter 4 Lesson 1, 4, 5, 6, 7, 8, 9, 10 ☐ Addition	NC.2.NBT.5	Sum, addend, tens, ones, regroup, hundred, digit, column
7	Go Math Chapter 5 Lesson 3, 4, 5, 6, 7, 8, 9, 10, 11 ☐ Subtraction	NC.2.NBT.5	Subtract, ones, difference, tens, regroup, digit, bar model, number sentence
10	Go Math Chapter 8 Lesson 1, 4, 5, 6, 8 ☐ Measuring length using tools	NC.2.MD.1	Inch, length, foot, inches, feet, measuring tape, yardstick, inch ruler, line plot, lengths
10	Go Math Chapter 11 Lesson 1, 2, 4, 5, 6 ☐ Recognizing shapes	NC.2.G.1	Cube, rectangular prism, sphere, cylinder, cone, face, edge, vertex, vertices, side, quadrilateral, pentagon, hexagon, angle, triangle, rectangle

Math

Standards

NC.2.NBT.5 Demonstrate fluency with addition and subtraction, within 100, by:

- Flexibly using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Comparing addition and subtraction strategies, and explaining why they work.
- Selecting an appropriate strategy in order to efficiently compute sums and differences.

NC.2.MD.1 Measure the length of an object in standard units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

NC.2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

NC.2.MD.5 Use addition and subtraction, within 100, to solve word problems involving lengths that are given in the same units using equations with a

symbol for the unknown number to represent the problem.

NC.2.G.1 Recognize and draw triangles, quadrilaterals, pentagons, and hexagons, having specified attributes; recognize and describe attributes of rectangular prisms and cubes.

I Can Statements

NC.2.NBT.5 I can add two-digit numbers.

NC.2.NBT.5 I can subtract two-digit numbers.

NC.2.MD.1 I can use different tools to measure objects.

NC.2.MD.1 I can tell the difference in the lengths of two different objects.

NC.2.MD.1 I can use addition and subtraction to solve measurement problems.

NC.2.G.1 I can name and draw shapes. (I know triangles, quadrilaterals, pentagons, hexagons, and cubes.)

Resources

Prodigy

Mental Math Strategies link below

https://drive.google.com/file/d/1OKi6sII8-P-ti4S1_uxI72Myx5djSe8N/view?usp=sharing

Tools for Teachers

<http://www.tools4ncteachers.com/>