

English Language Arts (ELA)			
Timeline (# of days)	Topic	Standards	Key Vocabulary
5	<input type="checkbox"/> Akiak	RL 2.1, RL 2.7, L 2.2	Fact and opinion, Possessive nouns
5	<input type="checkbox"/> Alexander, Who Used to be Rich Last Sunday	RL 2.1, RL 2.7, L 2.1	Identifying the lesson/moral of the story, Pronouns
5	<input type="checkbox"/> Snow Day	RL 2.2, RL 2.9, L 2.1	Comparing stories, Identifying the lesson, Plural nouns
5	<input type="checkbox"/> Martin Luther King	RI 2.1, RI 2.3, RI 2.5	Finding key facts, Biographies, Commas
5	<input type="checkbox"/> Looking At Lincoln	RI 2.1, RI 2.2, RI 2.3, RI 2.5, RI 2.6, L 2.2	Main purpose, Capitals
5	<input type="checkbox"/> Library Lion	RL 2.1, RL 2.3, RL 2.7, L 2.1	Character Feelings, Illustrations affecting the mood, Articles
5	<input type="checkbox"/> Rosie Revere, Engineer	RL 2.3, RL 2.4, L 2.1	Rhyme/Rhythm, Character actions, Irregular verbs
5	<input type="checkbox"/> Me...Jane	RL 2.1, RL 2.3, RL 2.5, L 2.1	Structure of a story, Comparative adjectives
5	<input type="checkbox"/> That's What Leprechauns Do	RL 2.1, RL 2.3, RL 2.7, L 2.1	Story elements, Describing characters, Collective nouns

Writing			
Timeline (# of days)	Topic	Standards	Key Vocabulary
25	<input type="checkbox"/> Expository/Opinion Writing	W.2.1 W.2.4 W.2.5 W.2.6	Editing, revision/revising, topic

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

RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

RL.2.5 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.

RL.2.6 Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.

RL.2.10 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.

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject.

RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.

RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7 Explain how specific images contribute to and clarify a text.

RI.2.8 Identify the reasons an author gives to support ideas in a text.

RI.2.10 By the end of grade 2, read and understand informational texts within the 2–3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

RF.2.2 Print all upper- and lowercase letters legibly and proportionally.

RF.2.4 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.

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

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

d. Decode words with common prefixes and suffixes.

e. Identify words with inconsistent but common spelling-sound correspondences.

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

RF.2.5 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.

SL.2.1 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.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3 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.

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete

sentences.

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experience when appropriate to clarify ideas, thoughts, and feelings.

L.2.1 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
- 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

L.2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.

L.2.5 Demonstrate understanding of nuances in word meanings.

- a. Distinguish shades of meaning among closely related verbs and closely related adjectives.

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 and correlating books

Writing

Standards

W.2.1 Write **opinion** pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, using linking words to connect opinion and reasons, and provide a concluding statement or section.

- 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.2.1 I can write my **opinion** about a topic and give reasons for my thinking.
I can write to teach about a topic by giving facts and definitions about the topic.

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

W.2.5 I can help my class write about what we have learned.

W.2.6 I can use what I have learned to answer questions and write about it.

Resources

Thinking Maps
Write from the Beginning and Beyond: **Opinion**



Second Grade 3rd Nine Weeks

Math			
Timeline (# of days)	Topic	Standards	Key Vocabulary
15	Go Math Chapter 7 Lessons 1-11 <input type="checkbox"/> Money <input type="checkbox"/> Time	<input type="checkbox"/> NC.2.MD.8 <input type="checkbox"/> NC.2.MD.7	Dime, nickel, penny, cent sign, quarter, dollar, dollar sign, decimal point Minutes, half past, hour hand, minute hand, quarter past, half past, noon, midnight, a.m., p.m.
15	Go Math Chapter 6 Lesson 1, 3, 4, 5, 6, 7, 8, 9, 10 <input type="checkbox"/> 3-Digit Addition <input type="checkbox"/> 3-Digit Subtraction	<input type="checkbox"/> NC.2.NBT.7 <input type="checkbox"/> NC.2.NBT.7	Hundreds, tens, ones, addends, sum, regroup, difference
5	Go Math Chapter 4 Lesson 11 & 12 <input type="checkbox"/> Arrays	<input type="checkbox"/> NC.2.OA.4	Column, array

Math
Standards
<p>NC.2.MD.8 Solve word problems involving:</p> <ul style="list-style-type: none"> • Quarters, dimes, nickels, and pennies within \$.99, using cent symbols appropriate. • Whole dollar amounts, using the \$ symbol appropriately. <p>NC.2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>NC.2.NBT.7 Add and subtract, within 1000, relating the strategy to written method, using:</p> <ul style="list-style-type: none"> • Concrete models or drawings. • Strategies based on place value. • Properties of operations.

- Relationship between addition and subtraction.

NC.2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

I Can Statements

NC.2.MD.7 I can tell time to five minutes.

NC.2.MD.8 I can count money to help me solve word problems.

NC.2.OA.4 I can use addition to help me figure out how many objects are in an array.

NC.2.NBT.7 I can use strategies to add numbers within 1,000 and know when to regroup.

NC.2.NBT.7 I can use strategies to subtract numbers within 1,000 and know when to borrow.

Resources

Prodigy

Tools for Teachers

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