

English Language Arts (ELA)			
Timeline (# of days)	Topic	Standards	Key Vocabulary
5	❑ Akiak	RL 2.1, RL 2.7, L 2.2	Fact and opinion, Possessive nouns
5	❑ 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	❑ Snow Day	RL 2.2, RL 2.9, L 2.1	Comparing stories, Identifying the lesson, Plural nouns
5	❑ Martin Luther King	RI 2.1, RI 2.3, RI 2.5	Finding key facts, Biographies, Commas
5	❑ 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	❑ Library Lion	RL 2.1, RL 2.3, RL 2.7, L 2.1	Character Feelings, Illustrations affecting the mood, Articles
5	❑ Rosie Revere, Engineer	RL 2.3, RL 2.4, L 2.1	Rhyme/Rhythm, Character actions, Irregular verbs
5	❑ Me...Jane	RL 2.1, RL 2.3, RL 2.5, L 2.1	Structure of a story, Comparative adjectives
5	❑ 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
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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	<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.	<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	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. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media . 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.2.2 <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
<p>Spiraling L.2.1 L.2.2</p> <p>Taught this 9 Weeks L.2.3</p>	<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 	<p>Conventions, grammar, proficient, usage, formal, informal style</p>

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**

Math

Timeline (# of days)	Topic	Standards	Vocabulary	I can
1 day	2.8 Different ways to show numbers	2.NBT.3	Hundreds Tens ones	I can apply place value concepts to find equal representations of numbers.

2 days	6.1 Draw to represent 3-digit addition	2.NBT.7	Hundreds Tens ones	I can draw quick pictures to represent 3-digit addition.
1 day	6.3 3-digit addition, regroup ones	2.NBT.7	regroup	I can record 3-digit addition with regrouping of ones.
2 days	6.4 3-digit addition, regroup tens	2.NBT.7		I can record 3-digit addition with possible regrouping of tens.
2 days	6.5 Addition, regroup ones and tens	2.NBT.7		I can record 3-digit addition with possible regrouping of ones and tens.
1 day	6.7 3-digit subtraction, regroup tens	2.NBT.7	Regroup difference	I can record 3-digit subtraction with possible regrouping of tens.
2 days	6.8 3-digit subtraction, regroup 100's	2.NBT.7 2.NBT.9		I can record 3-digit subtraction with possible regrouping of hundreds.
2 days	6.9 Subtractions, regroup 100 and 10's	2.NBT.7		I can record 3-digit subtraction with possible regrouping of both hundreds and tens.
1 day	6.10 Regrouping with zeros	2.NBT.7		I can record subtraction where there are zeros.
1 day	6.6 Problem solving with 3-digit subtraction	2.NBT.7		I can make a model to solve 3-digit subtraction problems.
2 days	Chapter Review and Test			
1 day	7.1 Dimes, Nickels, and Pennies	2.MD.8	Dime Nickel Penny Cent sign	I can find the total values of collections of dimes, nickels, and pennies.

1 day	7.2 Quarters	2.MD.8	Dime Nickel Penny Cent sign quarter	I can find the total values of collections of quarters, dimes, nickels, and pennies.
1 day	7.3 Count Collections	2.MD.8		I can order coins to find the total value.
1 day	7.4 Show amounts in 2 ways	2.MD.8		I can represent money amounts less than a dollar in two different ways.
1 day	7.5 One dollar	2.MD.8	Dollar Dollar sign \$ decimal	I can show one dollar in a variety of ways.
1 day	7.6 Amount greater than \$1	2.MD.8	Dollar Dollar sign \$ decimal	I can find and record the total value for money amounts greater than \$1.
1 day	7.7 Problem solving with money	2.MD.8	Quarter Dime Nickel penny	I can solve word problems involving money.
1 day	7.8 Time to the hour and half hour	2.MD.7	Minutes Half past Hour hand Minute hand	I can tell and write time to the hour and half hour.
1 day	7.9 Time to 5 minutes	2.MD.7	Hour Hour hand Minute hand minutes	I can tell and write time to the nearest five minutes.
1 day	7.10 Practice telling time	2.MD.7	Quarter past Half past	I can practice telling time to the nearest five minutes.
1 day	7.11 A.M and P.M	2.MD.7	Noon Midnight A.M. P.M.	I can tell and write time using A.M. and P.M.

2 days	Chapter Review and Test			
1 day	8.1 Measure with Inch models	2.MD.1	Inch length	I can measure lengths of objects with inches.
1 day	8.3 Estimate lengths in inches	2.MD.3		I can estimate the lengths of objects in inches.
1 day	8.4 Measure with an inch ruler	2.MD.1		I can measure the lengths of objects to the nearest inch using an inch ruler.
1 day	8.5 Problem solving in inches	2.MD.5 2.MD.6		I can solve addition and subtraction word problems involving lengths of objects.
1 day	8.6 Measure in inches and feet	2.MD.2	Foot inches	I can measure the lengths of objects in both inches and feet.
1 day	8.7 Estimate lengths and feet	2.MD.3	feet	I can estimate the lengths of objects in feet.
1 day	8.8 Choose a tool	2.MD.1	Measuring tape Yard stick Inch ruler	I can select appropriate tools for measuring different lengths.
2 days	Chapter Review and test			

Resources

Prodigy

Tools for Teachers

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

