



Second Grade 4th Nine Weeks

English Language Arts (ELA)			
Timeline (# of days)	Topic	Standards	Key Vocabulary
5	<input type="checkbox"/> Catching the Moon	RL 2.1, L 2.4	Making connections, Literal/nonliteral
5	<input type="checkbox"/> Salt in His Shoes	RL 2.2, L 2.4	Identifying the lesson, Suffixes
5	<input type="checkbox"/> Miss Rumphus	RL 2.5, L 2.4,	Research, Structure of a Story, Prefixes
5	<input type="checkbox"/> Old Elm Speaks	RL 2.4, RL 2.10, L 2.4	Analyzing a poem, Poetic devices
5	<input type="checkbox"/> Sharks	RI 2.1, RI 2.5, RI 2.7, RI 2.8, RI 2.9	Analyzing nonfiction text, Nonfiction text features
5	<input type="checkbox"/> Fireflies!	RL 2.1, RI 2.6, L 2.4	Author's purpose, Cause/effect with NF, Homophones
5	<input type="checkbox"/> The Three Little Javelinas	RL 2.2, RL 2.6, RL 2.9, RI 2.2, L 2.1	Comparing folktales, Character analysis, Reader's theatre, Grammar Review
5	<input type="checkbox"/> Koala Lou	RL 2.1, RL 2.3, RL 2.5, L 2.5	Problem and solution, Character motivation, Shades of meaning; verbs
Writing			
Timeline (# of days)	Topic	Standards	Key Vocabulary
9 weeks	<input type="checkbox"/> informative/explanatory	W.2.2 W.2.4 W.2.5 W.2.6	

Foundational Skills			
Timeline (# of days)	Topic	Standards	Key Vocabulary
<p>Spiraling RF.2.2 RF.2.4c RF.2.4f RF.2.5a Taught this 9 weeks RF.2.4b RF.2.5b</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Printing upper and lowercase letters legibly and proportionally <input type="checkbox"/> c.. Decode regularly spelled two-syllable words with long vowels. <input type="checkbox"/> E. Identify words with inconsistent but common spelling-sound correspondences. <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"/> Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> <input type="checkbox"/> RF.2.2 <input type="checkbox"/> RF.2.4c <input type="checkbox"/> RF.2.4e <input type="checkbox"/> RF.2.4f <input type="checkbox"/> RF.2.5a <input type="checkbox"/> RF.2.5b <input type="checkbox"/> RF.2.5c 	<p>Analysis, decode, syllable, vowels, consonants</p> <p>Expression, fluency, fluid reading, purpose, self-correct, text</p>
Speaking and Listening			
Timeline (# of days)	Topic	Standards	Key Vocabulary
<p>Spiraling SL.2.1a SL.2.1b SL.2.3 SL.2.4 Taught this 9 weeks SL.2.2</p>	<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. <input type="checkbox"/> C. Ask for clarification and further explanation as needed about the topics and texts under discussion. <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> <p>Create audio recordings</p>	<ul style="list-style-type: none"> <input type="checkbox"/> SL.2.1a <input type="checkbox"/> SL.2.1b <input type="checkbox"/> SL.2.1c <input type="checkbox"/> SL.2.2 <input type="checkbox"/> SL.2.3 <input type="checkbox"/> SL.2.4 <input type="checkbox"/> SL.2.5 	<p>Analysis, decode, syllable, vowels, consonants</p> <p>Expression, fluency, fluid reading, purpose, self-correct, text</p> <p>Recount, describe, key details</p>

Language Skills

Timeline (# of days)	Topic	Standards	Key Vocabulary
<p>Spiraling L.2.1 L.2.2 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> <p>Demonstrate understanding of nuances in word meanings.</p> <p>Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</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 <input type="checkbox"/> L.2.4 <input type="checkbox"/> L.2.5 <input type="checkbox"/> L.2.6 	<p>Conventions, grammar, proficient, usage, formal, informal style</p>

ELA

Standards

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

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

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

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.2.9 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.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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

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

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.

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

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

- a. Compare formal and informal uses of English.

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

- RL.2.1** I can ask and answer who, what, where, when, why and how questions to show that I understand stories.
- RL.2.2** I can remember and tell different kinds of stories and share what the author is trying to teach.
- RL.2.3** I can describe how characters in a story react to important events in the story.
- RL.2.4** I can tell how words in stories, poems, or songs can give them rhythm and help people understand them better.
- 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.2.9** I can tell how two or more tellings of a story can be the same and different.
- 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.2.3** I can make connections between difference science ideas.
- 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.
- RI.2.8** I can describe how reasons support the points that an author is trying to make.
- RI.2.10** I can tell how the important points in two pieces of nonfiction about the same topic are the same and different.
- RI.2.10** I can read and understand second grade nonfiction by myself.
- RF.2.2** I can print all my letters appropriately.
- RF.2.4** I can read and understand books at my level well.
- RF.2.5** I can read books on my level fluently and accurately.
- 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.2.2 Write **informative/explanatory** texts in which they introduce a topic, use facts and definitions to develop points, and provide 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.2.2 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: **informative/explanatory**



Second Grade 4th Nine Weeks

Math			
Timeline (# of days)	Topic	Standards	Key Vocabulary
12	Go Math Chapter 9 Lesson 2, 3, 4, 5, 6, 7 <input type="checkbox"/> Length in Measurement Units	NC.2.MD.2 NC. 2.MD.3	Centimeter, meter
10	Go Math Chapter 10 Lesson 1, 2, 3 <input type="checkbox"/> Data	NC.2.MD.6 NC.2.MD.10	Bar graph, data, key, picture graph, survey
8	Go Math Chapter 11 Lesson 7, 8, 9, 10, 11 <input type="checkbox"/> Geometry and Fraction Concepts	NC.2.G.3	Rectangle, rows, columns, halves, thirds, fourths, equal parts, whole, half of, third of, fourth of, quarter of

Math

Standards

NC.2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

NC.2.MD.3 Estimate lengths in using standard units of inches, feet, yards, centimeters, and meters.

NC.2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences, within 100, on a number line diagram

NC.2.MD.10 Organize, represent, and interpret data with up to four categories:

- Draw a picture graph and a bar graph with a single-unit scale to represent a data set.
- Solve simple put-together, take-apart, and compare problems using information presented in a picture and a bar graph.

NC.2.G.3 Partition circles and rectangles into two, three, or four equal shares.

- Describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, *fourths*, *fourth of*, *quarter of*.
- Describe the whole as two halves, three thirds, four fourths.

- Explain that equal shares of identical wholes need not have the same shape.

I Can Statements

NC.2.MD.2 I can use two different units to measure the same object and tell how the measurements compare.

NC.2.MD.3 I can estimate the lengths of objects using inches, feet, centimeters, and meters.

NC.2.MD.10 I can solve problems using information from a bar graph.

NC.2.G.3 I can understand that equal parts of a shape may look different depending on how I divide the shape.

NC.2.G.3 I can divide shapes into equal parts and describe the parts with words like halves and thirds.

Resources

Prodigy

Tools for Teachers

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