



**NEW HAVEN ELEMENTARY SCHOOL
SECOND GRADE LONG RANGE PLAN
2018-2019**

1st Quarter – August 15th – October 19th

**English
Language**

Arts

*Core
Standards*

First 30 Days for Reading and Writing

Reading – Unit 1 – Ask Questions/Identify Main Idea and Supporting Details

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a 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.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.10 By the end of the year read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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 area.

RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

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

RI.2.7 Explain how specific images (diagram showing how a machine works) contribute to and clarify a text.

RI.2.8 Describe how reasons support specific points the author makes in a text.

RI.2.10 By the end of year read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Language

L.2.1a use collective nouns

L.2.4 determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading content, choosing flexibly from an array of strategies

L.2.4a use sentence-level context as a clue to the meaning of a word or phrase.

L.2.5a identify real-life connections between words and their use (e.g. describe foods that are spicy or juicy)

L.2.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Reading - Unit 2 – Visualize/Analyze Character

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

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6 Acknowledge 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.2.10 By the end of the year read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Language

L.2.1 demonstrate command of the conventions of standard English grammar and usage when writing and speaking

L.2.1F Produce, expand and rearrange complete simple and compound sentences.


L.2.2 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

L.2.2B Use commas in greetings and closings of letters.

L.2.2D Generalize learned spelling patterns when writing words

L.2.4a use sentence-level context as a clue to the meaning of a word or phrase.

	<p><u>Writing</u></p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section</p> <p>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 words to signal event order, and provide a sense of closure</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.7 Participate in shared research and writing projects.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question</p> <p><u>Writing Workshop Mode/Units</u></p> <p>Launching the Writer’s Workshop (6 weeks)</p> <p>Pretest – Writing Pathways – Narrative</p> <p>Narrative Text Immersion Unit (1 week)</p> <p>Pretest-Writing Pathways – Informational</p> <p>Informational Text Immersion Unit (1 week)</p>
<p><u>Math</u> Core Standards</p>	<p><u>First 30 Days</u></p> <p>Setup for guided math and math workshop structure</p> <p><u>Topic 1 – Fluently Add and Subtract Within 20</u></p> <p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of grade 2, know from memory all sums of two one-digit numbers.</p> <p><u>Topic 2 – Work with Equal Groups</u></p> <p>2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p>2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of grade 2, know from memory all sums of two one-digit numbers.</p> <p>2.OA.C.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.</p> <p><u>Topic 3 – Add Within 100 Using Strategies</u></p>

	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations</p>
<p>Science <i>Core Standards</i></p>	<p>2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. (Disciplinary Core Idea PS1.A – Structure and Properties of Matter)</p> <p>2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. (Disciplinary Core Idea PS1.A – Structure and Properties of Matter)</p> <p>K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. (Disciplinary Core Idea ETS1.C – Optimizing the Design Solution)</p> <ul style="list-style-type: none"> • Properties of Matter
<p>Social Studies <i>Core Standards</i></p>	<p>SS-EP-2.1.1 Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature and the arts).</p> <p>SS-EP-2.1.2 Students will study a variety of diverse cultures locally and in the world today and explain the importance of appreciating and understanding other cultures.</p> <p>SS-EP-2.2.1 Students will identify social institutions (government, economy, education, religion, family) and explain how they help the community.</p> <p>SS-EP-2.3.1 Students will describe various forms of interactions that occur between individuals/ groups at home and at school.</p> <p>SS-EP-2.3.2 Students will identify appropriate conflict resolution strategies</p> <p>SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., The Star-Spangled Banner, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veteran’s Day, Martin Luther King’s birthday, Fourth of July) and explain their historical significance.</p>
	
	<p>2nd Quarter – October 22 – December 19</p>
<p>English</p>	<p>Reading – Unit 3 – Determine Text Importance/Identify Sequence of Events</p>

Language

Arts

*Core
Standards*

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.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

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

RI.2.7 Explain how specific images (diagram showing how a machine works) contribute to and clarify a text.

RI.2.10 By the end of year read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

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

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

RL.2.10 By the end of the year read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Language

L.2.1.E Use adjectives and adverbs and choose between them depending on what is to be modified.

L.2.2.A Capitalize holidays, product names and geographic names.

L.2.5a Identify real life connections between words and their use.

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Reading – Unit 4 – Summarize and Synthesize/Analyze Story Elements

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a 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.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6 Acknowledge 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

Language

L.2.2 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.5a Identify real life connections between words and their use.

L.2.5b Distinguish shades of meaning among closely related verbs and closely related adjectives.

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Reading – Unit 5 – Make Connections/Make Inferences

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.2.6 Acknowledge 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.2.10 By the end of the year read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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 area.

RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.7 Explain how specific images (diagram showing how a machine works) contribute to and clarify a text.

RI.2.8 Describe how reasons support specific points the author makes in a text.

RI.2.10 By the end of year read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the

	<p>range.</p> <p><u>Language</u></p> <p>L.2.2 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>L.2.5a Identify real life connections between words and their use.</p> <p>L.2.5b Distinguish shades of meaning among closely related verbs and closely related adjectives.</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> <p><u>Writing</u></p> <p>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 words to signal event order, and provide a sense of closure</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.7 Participate in shared research and writing projects.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question</p> <p><u>Writing Workshop Mode/Units</u></p> <p>Pretest-Writing Pathways – Opinion Opinion Text Immersion Unit (1 Week) Narrative Writing Unit (4 Weeks) Informational Writing Unit (4 Weeks)</p>
<p><u>Math</u> Core Standards</p>	<p><u>Topic 4 – Fluently Add Within 100</u></p> <p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</p> <p>2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations</p> <p>2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations</p> <p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p><u>Topic 5 – Subtract Within 100 Using Strategies</u></p> <p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</p> <p>2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations</p>

	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Topic 6 – Fluently Subtract Within 100</p> <p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</p> <p>2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations</p> <p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Topic 7 – More Solving Problems Involving Addition and Subtraction</p> <p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
<p>Science Core Standards</p>	<p>2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. (Disciplinary Core Idea PS1.A – Structure and Properties of Matter)</p> <p>2-PS1-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. (Disciplinary Core Idea PS1.B – Chemical Reactions)</p>
<p>Social Studies Core Standards</p>	<p>SS-EP-1.1.1 Students will identify the basic purposes of local government, give examples of services local governments provide and identify how they pay for these services taxes).</p> <p>SS-EP-1.1.2 Students will identify and explain the purpose of rules within organizations and compare rules with laws.</p> <p>SS-EP-1.2.1 Students will describe how their local government is structured and compare their local government to other community governments in Kentucky. Three Branches of Government and The Constitution</p> <p>SS-EP-1.3.1 Students will define basic democratic ideas and explain why they are important today.</p> <p>SS-EP-1.3.2 Students will identify and give examples of good citizenship at home, at school and in the community and explain why civic engagement in the community is important.</p> <p>SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks and patriotic holidays and explain their historical significance.</p> <ul style="list-style-type: none"> • Government and Civics • Holidays (Patriotic) <p>SS-EP-3.1.1 Students will define basic economic terms related to scarcity and explain that scarcity requires people to</p>

make economic choices and incur opportunity costs.

SS-EP-3.2.1 Students will identify and give examples of economic institutions and explain how they help people deal with the problem of scarcity in today’s market economy.

SS-EP-3.3.1 Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising).

SS-EP-3.3.2 Students will explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money).

SS-EP-3.4.1 Students will define basic economic terms related to production, distribution and consumption and describe various ways goods and services are distributed.

SS-EP-3.4.2 Students will describe how new knowledge, technology/tools, and specialization increases productivity in our community, state, nation and world.

SS-EP-3.4.3 Students will define interdependence and give examples of how people in our communities, states, nation and world depend on each other for goods and services.

- Economics



3rd Quarter – January 3rd – March 8th

English
Language
Arts
Core
Standards

Reading – Unit 6 – Fix – Up Monitoring/Summarize Information

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a 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.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

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.2.10 By the end of the year read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.2.8 Describe how reasons support specific points the author makes in a text.

RI.2.10 By the end of year read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Language

L.2.1.B Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root.

L.2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words.

Reading – Unit 7 – Make Inferences/Make Predictions

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

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6 Acknowledge 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.2.10 By the end of the year read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.2.10 By the end of year read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Language

L.2.1.B Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

L.2.2 Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.4.A Use a known root word as a clue to the meaning of an unknown word with the same root.

L.2.5 A Use knowledge of the meaning of individual words to predict the meaning of compound words.

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Reading – Unit 8-Determine Text Importance/Compare and Contrast

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.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.7 Explain how specific images (diagram showing how a machine works) contribute to and clarify a text.

RI.2.8 Describe how reasons support specific points the author makes in a text.

RI.2.10 By the end of year read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.2.6 Acknowledge 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.2.10 By the end of the year read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Language

L.2.1.D Form and use the past tense of frequently occurring irregular verb.

L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.2.C Use apostrophe to form contractions and frequently occurring possessives.


L.2.5a Identify real-life connections between words and their use

Writing

W.2.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to

	<p>describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.7 Participate in shared research and writing projects.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question</p> <p><u>Writing Workshop Mode/Units</u> Opinion Writing Unit (4 Weeks) Narrative Writing Unit (4 Weeks) Post Test-Writing Pathways – Narrative</p>
<p>Math <i>Core Standards</i></p>	<p><u>Topic 8 – Work with Time and Money</u></p> <p>2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <ul style="list-style-type: none"> • More solving problems involving addition and subtraction • Work with Time and Money <p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p><u>Topic 9 – Numbers to 1,000</u></p> <p>2.NBT.B.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900</p> <p>2.NBT.A1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>2.NBT.A.1a 100 can be thought of as a bundle of ten tens — called a “hundred”.</p> <p>2.NBT.A.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones)</p> <p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s</p> <p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form</p> <p>2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons</p> <p><u>Topic 10</u></p> <p>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written</p>

	<p>method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds</p> <p>2.NBT.B.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900</p> <p>2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations</p> <ul style="list-style-type: none"> • Numbers to 1,000 • Add within 1,000 using models and strategies <p>Topic 11</p> <p>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds</p> <p>2.NBT.B.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900</p> <p>2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations</p> <ul style="list-style-type: none"> • Numbers to 1,000 • Add within 1,000 using models and strategies
<p>Science Core Standards</p>	<p>2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area. (Disciplinary Core Idea ESS2.B – Plate Tectonics and Large-Scale system Interactions)</p> <p>2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid. (Disciplinary Core Idea ESS2.C – The Roles of Water in Earth’s Surface Processes)</p> <ul style="list-style-type: none"> • Earth's, land and water <p>2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly. (Disciplinary Core Idea ESS1.C – The History of Planet Earth)</p> <p>2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. (Disciplinary Core Idea ESS2.A – Earth’s Materials and Systems)</p> <p>K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. (Disciplinary Core Idea ETS1.A – Defining and Delimiting Engineering Problems)</p> <p>K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. (Disciplinary Core Idea ETS1.B – Developing Possible Solutions)</p> <ul style="list-style-type: none"> • Changes to Earth's Land

<p>Social Studies Core Standards</p>	<p>SS-EP-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school and the community.</p> <p>SS-EP-4.1.2 Students will use geographic tools to identify major landforms, bodies of water (e.g., oceans, major rivers) and natural resources on Earth’s surface and use relative location.</p> <p>SS-EP-4.1.3 Students will describe how different factors influence where human activities are located in the community.</p> <p>SS-EP-4.2.1 Students will describe places on Earth’s surface by their physical characteristics.</p> <p>SS-EP-4.3.1 Students will describe patterns of human settlement in places and regions on the Earth’s surface.</p> <p>SS-EP-4.3.2 Students will describe how technology helps us move, settle and interact in the modern world.</p> <p>SS-EP-4.4.1 Students will describe ways people adapt to/modify the physical environment to meet their basic needs.</p> <p>SS-EP-4.4.2 Students will describe how the physical environment can both promote and restrict human activities.</p>
	<div style="text-align: center;">  <p>4th Quarter – March 11th – May 22nd</p> </div>
<p>English Language Arts Core Standards</p>	<p>Reading – Unit 9 Make Connections/Identify Cause and Effect</p> <p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>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.</p> <p>RL.2.10 By the end of the year read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7 Explain how specific images (diagram showing how a machine works) contribute to and clarify a text.</p>

RI.2.10 By the end of year read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Language

L.2.2.E Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word.

L.2.4.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5a Identify real-life connections between words and their use.

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Reading – Unit 10 Make Inferences/Draw Conclusions

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

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

RI.2.10 By the end of year read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

W.2.2

W.2.5

W.2.7

W.2.8

W.2.6

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

	<p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.2.7 Participate in shared research and writing projects.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question</p> <p><u>Writing Workshop Mode/Units</u> Informational Writing Unit – (4 Weeks) Post Test – Writing Pathways – Informational Opinion Writing Unit – (4 Weeks) Post Test –Writing Pathways – Opinion</p>
<p><u>Math</u> <i>Core Standards</i></p>	<p><u>Topic 12 – Measuring Length</u></p> <p>2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes</p> <p>2.MD.A.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</p> <p>2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters</p> <p>2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit</p> <p>2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem</p> <p>2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram</p> <p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem</p> <ul style="list-style-type: none"> • Subtract within 1,000 using models and strategies • Measuring Length • More Addition, Subtraction, and Length <p><u>Topic 13 – Addition, Subtraction, and Length</u></p> <p>2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem</p>

	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem</p> <ul style="list-style-type: none"> • Subtract within 1,000 using models and strategies • Measuring Length • More Addition, Subtraction, and Length <p>2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram</p> <p><u>Topic 14 – Graphs and Data</u></p> <p>2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p>2MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p> <p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p><u>Topic 15 – Shapes and Their Attributes</u></p> <p>2.OA.C.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.</p> <p>2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p>2.G.A.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, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p> <ul style="list-style-type: none"> • Graphs and Data • Shaped and Their Attributes
<p>Science Core</p>	<p>2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow. (Disciplinary Core Idea LS2.A – Interdependent Relationships in Ecosystems)</p> <p>2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.</p>

<p><i>Standards</i></p>	<p>(Disciplinary Core Idea LS2.A – Interdependent Relationships in Ecosystems) K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. (Disciplinary Core Idea ETS1.B – Developing Possible Solutions)</p> <ul style="list-style-type: none"> • Structure and function of plants <p>2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. (Disciplinary Core Idea LS4.D – Biodiversity and Humans)</p> <ul style="list-style-type: none"> • Relationships in Habitats
<p><u>Social Studies</u> <i>Core Standards</i></p>	<p>SS-EP-5.1.1 Students will use a variety of primary and secondary sources to interpret the past. SS-EP-5.2.3 Students will describe change over time in communication, technology, transportation and education in the community. SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks and patriotic holidays and explain their historical significance.</p> <ul style="list-style-type: none"> • America's Past/History



Ongoing Throughout the Year

<p><u>Foundational Skills</u> <i>Core Standards</i></p>	<p>FS.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>(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.</p>
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	<p>FS 2.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>(a) Read grade level text with purpose & understanding</p> <p>(b) Read grade level text orally with accuracy, appropriate rate and expression on successive readings</p> <p>(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>
<p>Speaking and Listening <i>Core Standards</i></p>	<p>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.</p> <p>(a) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>(b) Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>(c) Ask for clarification and further explanation as needed about the topics and text under discussion</p> <p>SL 2.2 Recount or describe key details from a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>SL 2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL 2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL 2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
<p>Language <i>Core Standards</i></p>	<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading or listening</p> <p>L.2.4 Determine 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.</p>
<p>Writing <i>Core Standards</i></p>	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing</p>

<p>Resources</p>	<p>ELA: Benchmark Literacy.</p> <p>Math: Envision Math 2.0</p> <p>Science: Nonfiction Texts, Mystery Science</p> <p>Social Studies: Nonfiction Texts</p>
<p>Assessments</p>	<p>ELA: Unit Assessments in Benchmark Literacy, Fluency Checks, Dolch Sight Word Checks, Teacher Checklists, Rubrics, Daily 5, STAR Reading</p>

	<p>Math: <i>Envision Math</i> Chapter Assessments, STAR Math, Timed Tests, Exit Slips</p> <p>Science: Performance Tasks, Mystery Science Checks</p> <p>Social Studies: Teacher made assessments</p>
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Core Standard Abbreviations

<u>English Language Arts</u>	<u>Math</u>
RI – Reading Informational Texts RL – Reading Literature Texts SL – Speaking and Listening FS – Foundational Skill L - Language W – Writing	NBT – Number and Operations in Base Ten OA – Operations and Algebraic Thinking MD – Measurement and Data GA – Geometry
<u>Science</u>	<u>Social Studies</u>
PS – Physical Science ESS – Earth and Space Systems LS – Life Science ETS – Engineering Design	SS – Social Studies

Plans are subject to change to best meet the needs of students, planning, events, and/or weather circumstances