

## 2<sup>nd</sup> Grade – UNIT 1

<p><b>ELA KCAS</b></p>	<p>RI 2.2 Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RL 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>SL 2.1 Participate in collaborative conversations with diverse partners about Grade Two topics and texts with peers and adults in small and larger groups.</p> <p>SL 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>W 2.7 Participate in shared research and writing projects.</p>
<p><b>Math KCAS</b></p>	<p>NBT.1 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>NBT.1a 100 can be thought of as a bundle of ten tens – called a “hundred.”</p> <p>NBT.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>NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p>MD.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><b>ELA Skills</b></p>	<ul style="list-style-type: none"> <li>• Provide support from text to explain thinking</li> <li>• Comprehend and analyze a variety of genres on a deeper level-infer, connect, visualize, synthesize</li> <li>• Identify how descriptive language provides meaning and enriches the text</li> </ul>
<p><b>Math Targets</b></p>	<ul style="list-style-type: none"> <li>• Big Idea: Count and compare numbers to 1,000.</li> <li>• I can use base ten blocks to recognize, read, and write numbers to 1,000.</li> <li>• I can count on by 1s, 10s, and 100s to 1000.</li> <li>• I can use base-ten blocks and a place-value chart to read, write, and represent numbers to 1,000.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• I can read and write numbers to 1,000 in standard, expanded, and number forms.</li><li>• I can use base-ten blocks to compare numbers.</li><li>• I can compare numbers using the terms greater than and less than.</li><li>• I can compare numbers using the symbols for greater than and less than.</li><li>• I can order three-digit numbers.</li><li>• I can identify the greatest number and the least number in a set.</li><li>• I can identify number patterns.</li></ul> |
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## 2<sup>nd</sup> Grade – UNIT 2

<p><b>ELA</b></p>	<p>RL 2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.</p> <p>RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</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 2.1 Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL 2.1 Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>W 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide and concluding statement or section.</p>
<p><b>Math</b></p>	<p>NBT.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>NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>NBT.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 to decompose tens or hundreds.</p> <p>NBT.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>NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>
<p><b>ELA Skills</b></p>	<p>Recount stories</p> <p>Compare/contrast versions of the same story</p> <p>Identify main purpose</p> <p>Determine Central Message, lesson or moral</p> <p>Introduce a topic, use facts, definitions, develop points, provide a concluding statement</p>
<p><b>Math Targets</b></p>	<p>Big Idea: Three-digit numbers can be added with and without regrouping.</p> <p>I can use base-ten blocks to add and subtract numbers without regrouping.</p> <p>I can add and subtract up to three-digit numbers without regrouping.</p> <p>I can solve real-world addition and subtraction problems.</p> <p>I can use base-ten blocks to add and subtract numbers with regrouping.</p> <p>I can add and subtract up to three-digit numbers with regrouping.</p> <p>I can apply the inverse operations of addition and subtraction.</p>

## 2<sup>nd</sup> Grade-UNIT 3

<b>ELA</b>	<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 2.3 Describe how characters in a story respond to major events and challenges.</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 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>W 2.2 Write explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
<b>Math</b>	<p>OA.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
<b>ELA Skills</b>	<p>Write an explanatory text with beginning, middle and end.</p> <p>Discern authors techniques for describing characters</p> <p>Discern the difference between literal and figurative language.</p>
<b>Math Targets</b>	<p>Big Idea: Addition and subtraction can be shown with bar models.</p> <p>I can use bar models to solve addition and subtraction problems.</p> <p>I can apply the inverse operations of addition and subtraction.</p> <p>I can model addition as joining sets.</p> <p>I can model subtraction as taking away.</p> <p>I can model addition and subtraction as comparing sets.</p> <p>I can use bar models to solve two-step addition and subtraction problems.</p>

## 2<sup>nd</sup> Grade – UNIT 4

<p><b>ELA</b></p>	<p>RL 2.6 Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.</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 2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>W 2.1 Write opinion pieces in which they introduce the topic of book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, 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 action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W 2.6 With guidance from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p><b>Math</b></p>	<p>OA.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><b>ELA Skills</b></p>	<ul style="list-style-type: none"> <li>• Acknowledge differences in the points of view</li> <li>• Describe the connections within a text</li> <li>• Compare and contrast</li> <li>• Write opinion pieces</li> <li>• Write narrative pieces</li> <li>• Use digital tools to publish writing</li> </ul>
<p><b>Math Targets</b></p>	<p>Big Idea: Mental math can be used when an exact answer is needed. Estimation can be used when an exact answer is not needed.</p> <p>I can relate sum to the addition operation.</p> <p>I can add numbers with up to 3-digits mentally with and without regrouping.</p> <p>I can relate difference to the subtraction operation.</p> <p>I can use a number line to round numbers to the nearest ten.</p> <p>I can use rounding to estimate sums and differences.</p>

## 2<sup>nd</sup> Grade-UNIT 5

<b>ELA</b>	<p>RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>W 2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
<b>Math</b>	<p>2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., 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.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>
<b>ELA Skills</b>	<ul style="list-style-type: none"><li>• Recount fables and folktales</li><li>• Read closely to ask and answer questions</li><li>• Determine central message</li><li>• Identify and explain how text features contribute to and clarify a text</li><li>• Write narratives using literary elements</li><li>• Participate in shared research</li></ul>
<b>Math Targets</b>	<p>Big Ideas: Multiplication and division use equal groups. Known multiplication facts can be used to find other multiplication and division facts.</p> <p>I can use equal groups and repeated addition to multiply. I can make multiplication stories about pictures. I can make multiplication sentences. I can divide to share equally. I can divide by repeated subtraction of equal groups. I can skip count and use dot paper to multiply by 2s, 5s and 10s. I can solve multiplication word problems. I can use known multiplication facts to find new multiplication facts. I can identify related multiplication facts. I can use related multiplication facts to find related division facts. I can solve division word problems.</p>

## 2<sup>nd</sup> Grade – UNIT 6

<p><b>ELA</b></p>	<p>RL 2.4 Describe how words and phrases (e.g. regular beats, alliteration, rhymes, [and] repeated lines supply rhythm and meaning in a story, poem, or song.</p> <p>RI 2.10 By the end of the year, read and comprehend literature, including history/social studies, science, and technical texts, in the grades 2 through 3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RL 2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2 through 3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI 2.8 Describe how reasons support specific points the author makes in a text.</p> <p>W 2.1 Write opinion pieces in which they introduce the topic of book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. <i>because</i>, <i>also</i>) to connect opinion and reason, and provide a concluding statement or section.</p>
<p><b>Math</b></p>	<p>2. MD.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.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.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>2. MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>
<p><b>ELA Skills</b></p>	<ul style="list-style-type: none"> <li>• Read proficiently at a 2<sup>nd</sup> grade level.</li> <li>• Describe how reasons support specific points an author makes in a text.</li> <li>• Manage resources by selecting what is appropriate to support a topic.</li> <li>• Ask questions to analyze and evaluate quality of thinking.</li> <li>• Use prior knowledge to comprehend text.</li> <li>• Write opinion pieces: state opinions and defend your thinking.</li> <li>• Use reference materials to help locate information and answer questions.</li> </ul>
<p><b>Math Targets</b></p>	<p>Big Ideas: Centimeter Rulers and Meter Sticks can be used to measure and compare how long and tall things are.</p> <p>Inch Rulers can be used to measure and compare how long and tall things are.</p> <p>I can use a ruler and meter stick to estimate and measure length.</p> <p>I can compare lengths.</p>

	<p>I can find the difference in lengths of objects in inches and centimeters. I can use a centimeter ruler to measure and compare lengths of objects. I can find the difference in centimeters in lengths of objects. I can solve one and two step problems involving length. I can draw models to solve real-world problems.</p>
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## Unit 7-Multiplication

<b>Standards:</b>	2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.  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.
<b>Learning Targets:</b>	Big Idea: Known multiplication facts can be used to find other multiplication facts. I can skip count by 3s and 4s. I can solve multiplication word problems. I can use dot paper to multiply by 3s and 4s. I can use known multiplication facts to find new multiplication facts. I can identify related multiplication facts. I can solve multiplication word problems.

## Unit 8-Money

<b>Standards:</b>	<u>2.MD.8</u> 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?
<b>Learning Targets:</b>	Big Idea: Money amounts can be shown and counted using bills and coins. I can recognize \$1, \$5, \$10, and \$20 bills. I can show and count money using coins and bills to \$20. I can write money amounts using symbols for dollars and cents. I can compare amounts of money using tables. I can use bar models to solve real world problems involving addition and subtraction of money.

## Unit 9-Time

<b>Standards:</b>	<u>2.MD.7</u> Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
<b>Learning Targets:</b>	Big Idea: Time of day can be shown in different ways. I can use the minute hand to show and tell the number for every five minutes after the hour. I can show and tell time in hours and minutes. I can use a.m. and p.m. to show morning, afternoon, or night. I can order events by time.

## Unit 10-Graphing

<b>Standards:</b>	<u>2.MD.9</u> 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.  <u>2.MD.10</u> 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.
<b>Learning Targets:</b>	Big Idea: Line Plots, Picture Graphs and Bar Graphs show data about things you can count. I can show measurements on a line plot. I can read, analyze, and interpret picture graphs. I can read, analyze, and interpret bar graphs. I can complete picture and bar graphs. I can create picture and bar graphs. I can solve real world problems using picture and bar graphs.

## Unit 11-Fractions

<b>Standards:</b>	<u>2.G.3</u> 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.
<b>Learning Targets:</b>	Big Idea: Fractions can be used to describe how equal parts are related to a whole. I can identify whether a shape is divided into equal fractional parts. I can read, write, and identify unit fractions for halves, thirds, and fourths. I can show fractions and a whole using model drawings. I can compare two or more unit fractions using models of the same size. I can order two or more unit fractions with or without the use of models of the same size. I can identify fractions that name more than one equal part of a whole.

## Unit 12-Geometry

<b>Standards:</b>	<u>2.G.1</u> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. <sup>1</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.  <u>2.G.2</u> Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
<b>Learning Targets:</b>	Big Idea: Properties of parts of lines, curves, and surfaces can be seen and felt. Planes and solid shapes can be identified and classified. They can be separated and combined to make other shapes.  I can recognize, identify, and describe parts of lines and curves. I can draw parts of lines and curves. I can identify, classify, and count flat and curved surfaces. I can identify solids that can stack, slide, and/or roll. I can recognize and identify plane shapes. I can combine smaller plane shapes to make larger plane shapes. I can separate larger plane shapes into smaller plane shapes.