

Grade 2: First Quarter

Reading Literature, Information, & Speaking and Listening

- RL 1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- RL 5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action
- RL 7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot

- RI 1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text
- RI 5 Know and use various text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently
- RI 7 Explain how specific images (diagram showing how a machine works) contribute to and clarify a text

- SL 2 Recount or describe key details from a text read aloud or information presented orally or through other media
- SL 6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Fluency

- FS4 Read with sufficient accuracy and fluency to support comprehension
- Read grade level text with purpose & understanding
 - Read grade level text orally with accuracy, appropriate rate, & expression on successive readings
 - Use context to confirm or self-correct word recognition & understanding, rereading as necessary

Math

- OA1 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
- OA2 Fluently add and subtract within 20 using mental strategies. By end of grade 2, know from memory all sums of two one-digit #s
- OA3 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
- OA4 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

Foundational Skills & Vocabulary

- FS3 Know & apply grade-level phonics & word analysis skills in decoding words
- Distinguish long & short vowels when reading regularly spelled one-syllable words
 - Know spelling-sound correspondences for additional common vowel teams
 - Decode regularly spelled two-syllable words with long vowels
 - Decode words with common prefixes and suffixes
 - Identify words with inconsistent but common spelling-sound correspondences
 - Recognize and read grade-appropriate irregularly spelled words

- V4 Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies
- Use sentence-level context as a clue to the meaning of a word or phrase
 - Determine the meaning of the new word formed when a known prefix is added to a known word (*happy/unhappy, tell/retell*)
 - Use a known root word as a clue to the meaning of an unknown word with the same root (*addition, additional*)
 - Use knowledge of the meaning of individual words to predict the meaning of compound words (*birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*)

Social Studies - Government

- Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others***
- Demonstrate personal accountability, including making responsible choices, taking responsibility for personal actions and respecting others
- Groups are accountable for choices they make and actions they take***
- Work effectively in a group to complete a task or solve a problem for which the group is held accountable
- There are different rules that govern behavior in different settings***
- Demonstrate an understanding of the different rules in different settings

Writing & Language

Writing Focus: Friendly letters

- W5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing
- W6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
- W7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)
- W8 Recall information from experiences or gather information from provided sources to answer a question

- L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Use collective nouns (e.g., *group*)
 - Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
 - Use reflexive pronouns (e.g., *myself, ourselves*).
- L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Capitalize holidays, product names, and geographic names
 - Use commas in greetings and closings of letters
 - Use an apostrophe to form contractions and frequently occurring possessives
 - Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*)
 - Consult reference materials, including beginning dictionaries as needed to check and correct spellings

Science - Life

Living things cause changes on Earth

Living things function and interact with their physical environments. Living things cause changes in the environments where they live; the changes can be very noticeable or slightly noticeable, fast or slow

Some kinds of individuals that once lived on Earth have completely disappeared, although they were something like others that are alive today

Living things that once lived on Earth no longer exist; their basic needs were no longer met

Grade 2: Second Quarter

Reading Literature, Information, & Speaking and Listening

- RL 2** Recount stories, including fables & folktales from diverse cultures, and determine their central message, lesson, or moral
- RL 9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures

- RI 2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text
- RI 9** Compare and contrast the most important points presented by two texts on the same topic

- SL 1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
- 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)
 - Build on others' talk in conversations by linking their comments to the remarks of others
 - Ask for clarification and further explanation as needed about the topics and text under discussion
- SL 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

Fluency

- FS4** Read with sufficient accuracy and fluency to support comprehension
- Read grade level text with purpose & understanding
 - Read grade level text orally with accuracy, appropriate rate, & expression on successive readings
 - Use context to confirm or self-correct word recognition & understanding, rereading as necessary

Foundational Skills & Vocabulary

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- V4** Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies
- Use sentence-level context as a clue to the meaning of a word or phrase
 - Determine the meaning of the new word formed when a known prefix is added to a known word (*happy/unhappy tell/retell*)
 - Use a known root word as a clue to the meaning of an unknown word with the same root (*addition, additional*)
 - Use knowledge of the meaning of individual words to predict the meaning of compound words (*birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*)

Science – Life (Life Science Report)

Living things cause changes on Earth

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Math

- NBT1** 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: 100 can be thought of as a bundle of ten tens — called a “hundred”; 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)
- NBT 2** Count within 1000; skip-count by 5s, 10s, and 100s
- NBT 3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form
- NBT 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
- 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
- NBT 6** Add up to four two-digit numbers using strategies based on place value and properties of operations
- 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 or decompose tens or hundreds
- 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
- NBT 9** Explain why addition and subtraction strategies work, using place value and the properties of operations

Writing & Language

- W2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
- W5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing
- W6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
- W7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)
- W8** Recall information from experiences or gather information from provided sources to answer a question

- L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*)
- L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Capitalize holidays, product names, and geographic names
 - Use commas in greetings and closings of letters
 - Use an apostrophe to form contractions and frequently occurring possessives
 - Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*)
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

Social Studies - History

Time can be shown graphically on calendars and timelines

Measure calendar time by days, weeks, months and years.

Place a series of related events in chronological order on a time line.

Change over time can be shown with artifacts, maps and photographs

Use artifacts, maps and photographs to describe how daily life has changed over time

Science and technology have changed daily life

Describe how science and technology have changed daily life

Biographies can show how peoples' actions have shaped the world in which we live

Use information from a biography to describe how the actions of individuals have impacted the world today

Reading Literature, Information, & Speaking and Listening

RL 3 Describe how characters in a story respond to major events and challenges

RL 4 Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song

RI 3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text

RI 4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*

SL 4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences

Fluency

FS4 Read with sufficient accuracy and fluency to support comprehension

- (a) Read grade level text with purpose & understanding
- (b) Read grade level text orally with accuracy, appropriate rate, & expression on successive readings
- (c) Use context to confirm or self-correct word recognition & understanding, rereading as necessary

Science – Earth & Space

The atmosphere is made up of air

Air has properties that can be observed and measured. The transfer of energy in the atmosphere causes air movement, which is felt as wind. Wind speed and direction can be measured.

Water is present in the air.

Water is present in the air as clouds, steam, fog, rain, ice, snow, sleet or hail. When water in the air cools (change of energy), it forms small droplets of water that can be seen as clouds. Water can change from liquid to vapor in the air and from vapor to liquid. The water droplets can form into raindrops. Water droplets can change to solid by freezing into snow, sleet or hail. Clouds are moved by flowing air

Long- and short-term weather changes occur due to changes in energy

Changes in energy affect all aspects of weather, including temperature, precipitation amount and wind

Social Studies - Geography

Maps and their symbols can be interpreted to answer questions about location of places

Describe the information provided on print and electronic maps using a map and its symbols. Construct a map that includes a map title and key

The work that people do is impacted by the distinctive human and physical characteristics in the place where they live

Explain the connection between the work people do and the human and physical characteristics of the place where they live

Human activities alter the physical environment, both positively and negatively

Describe positive and negative results of human changes to the physical environment

Cultures develop in unique ways, in part through the influence of the physical environment

Describe how cultures are influenced by their physical environments to meet basic needs

Interactions among cultures lead to sharing ways of life

Describe examples of cultural sharing with respect to food, language and customs

Grade 2: Third Quarter

Foundational Skills & Vocabulary

FS3 Know & apply grade-level phonics & word analysis skills in decoding words

- (a) Distinguish long & 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

V4 Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies

(e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases

V5 Demonstrate understanding of word relationships and nuances in word meanings.

- (a) Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
- (b) Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*)

V6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*)

Writing & Language

W2 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

W5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing

W6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers

W7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)

W8 Recall information from experiences or gather information from provided sources to answer a question

L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

(e) Use adjectives and adverbs, and choose between them depending on what is to be modified

L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

- (a) Capitalize holidays, product names, and geographic names
- (b) Use commas in greetings and closings of letters
- (c) Use an apostrophe to form contractions and frequently occurring possessives
- (d) Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*)
- (e) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

Math - MD

MD1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes

MD2 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

MD3 Estimate lengths using units of inches, feet, centimeters, and meters

MD4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit

MD5 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

MD6 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

MD7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

MD8 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?

MD9 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

MD10 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

Reading Literature, Information, & Speaking and Listening

RL.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.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.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe

RI.8 Describe how reasons support specific points the author makes in a text

RI.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

SL.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

Fluency

FS4 Read with sufficient accuracy and fluency to support comprehension

- (a) Read grade level text with purpose & understanding
- (b) Read grade level text orally with accuracy, appropriate rate, & expression on successive readings
- (c) Use context to confirm or self-correct word recognition & understanding, rereading as necessary

Social Studies - Economics

Information displayed on bar graphs can be used to compare quantities

Construct a bar graph to compare quantities

Resources can be used in various ways

Describe various uses for a resource

Most people around the world work in jobs in which they produce specific goods and services

Explain why most people work in jobs where specific goods and services are produced

People use money to buy and sell goods and services

Explain how people buy and sell goods and services using money

People earn income by working

Explain how people earn income

Grade 2: Fourth Quarter

Foundational Skills & Vocabulary

FS3 Know & apply grade-level phonics & word analysis skills in decoding words

- (a) Distinguish long & 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

V4 Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies

- (e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases

V5 Demonstrate understanding of word relationships and nuances in word meanings.

- (a) Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
- (b) Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*)

V6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*)

Writing & Language

W1 Write *opinion* pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section

W5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing

W6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers

W7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)

W8 Recall information from experiences or gather information from provided sources to answer a question.

L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

- (f) Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*)

L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- (a) Compare formal and informal uses of English

Math

G1 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

G2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them

G3 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