



A quick glance at the standards/outcomes you should be seeing in your classrooms this month. All grade level standards are expected to be taught; however, the essential [standards](#) need to be mastered/secured prior to the end of the school year.

ELA

Reading Foundational Skills:

RF.2.3b Know **spelling-sound correspondences** for additional common vowel teams.

RF.2.3c **Decode** regularly spelled two-syllable words with long vowels.

RF.2.3d **Decode** words with common prefixes and suffixes

RF.2.3e Identify words with inconsistent but common **spelling-sound correspondences**.

RF.2.3f Recognize and read grade-appropriate **irregularly spelled words**.

RF.2.4a **Read grade-level text** with purpose and understanding.

RF.2.4b **Read grade-level text orally** with accuracy, appropriate rate, and expression on successive readings.

Writing:

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

W.2.8: **Recall information** from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

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.

Reading Literature & Informational Text:

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

Language:

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

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.

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

L.2.5b Distinguish **shades of meaning** among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).



Math

Topic 5: Subtract Within 100 Using Strategies

Topic 7: More Solving Problems Involving Addition and Subtraction

Critical Content Area 2:

Students **use** their **understanding** of addition to **develop fluency** with addition and subtraction within 100. (NBT.5)
They solve problems within 1000 by applying their **understanding of models** for addition and subtraction, and they **develop, discuss, and use efficient, accurate, and generalizable methods** to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They **select** and **accurately apply** methods that are **appropriate** for the **context** and the numbers involved to **mentally calculate** sums and differences with only tens or only hundreds. (NBT.7; NBT.8; NBT.9; OA.1)

[Envision Pacing Framework](#)
[Topic 5 Curriculum Guide](#)
[Topic 7 Curriculum Guide](#)



Integrated Strategies

Engagement

Role Play

Students assume the role of a person or act out a given situation. These can be performed by individual students, in pairs, or in groups.

[Role Play](#)

Blended Learning

Formative Assessment

Students use digital tools like Nearpod, Quizizz, Padlet, etc. to take short quizzes or complete exit tickets, providing teachers with immediate data.

Language ELLevation

Writing Windows

Students will view an image related to the content topic, brainstorm related words and phrases with a peer, and write a descriptive phrase, sentence, or paragraph about the image.

[Writing Windows](#)

Science

Physical Science: Solids and Liquids

2-PS1-1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

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.



[FOSS Pacing Guide](#)
[Physical Science Unit](#)
[Materials and Organism Delivery](#)