



Second Grade Elementary Curriculum ESSENTIALS



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.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.3a Distinguish **long and short vowels** when reading regularly spelled one-syllable words.

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.

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

Language:

L.2.1c Use **reflexive pronouns** (e.g., myself, ourselves)

L.2.1d Form and use the **past tense** of frequently occurring **irregular verbs** (e.g., sat, hid, told).

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

L.2.1f 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).

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).

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 (e.g., When other kids are happy that makes me happy).

[Unit 2 Pacing Guide](#)

[Unit 3 Pacing Guide](#)

Math

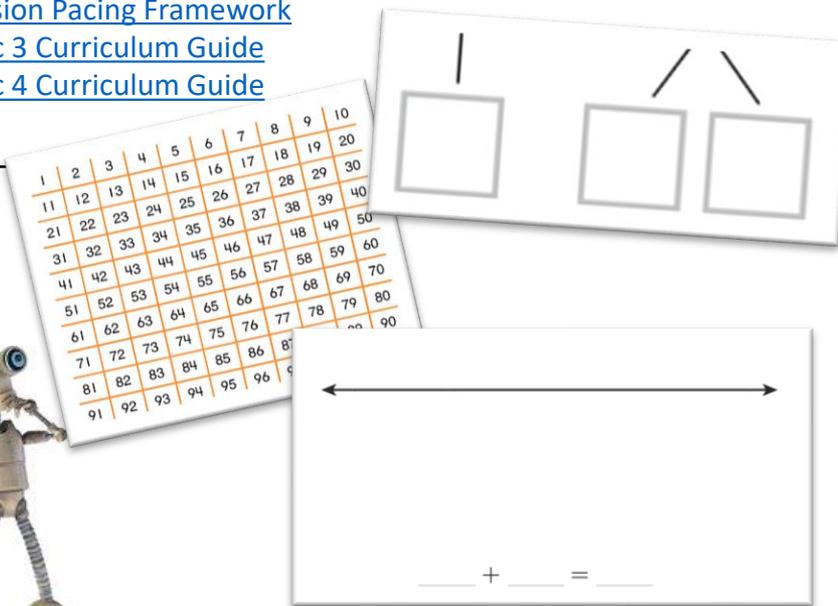
Topic 3: Add Within 100 Using Strategies

Topic 4: Fluently Add Within 100

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 3 Curriculum Guide](#)
[Topic 4 Curriculum Guide](#)



Integrated Strategies

Engagement

Exit Tickets

Exit Ticket
Provides feedback to the teacher about the class; requires the student to do some synthesis of the day's content; challenges the student with a question requiring some application of what was learned in the lesson.

[Exit Tickets](#)



Blended Learning

Choice Boards

/Playlists/Hyperdocs

Students are able to work independently (by themselves or with a partner/group) through all or part of a lesson because the teacher has provided them with a digital document that has tasks and resources linked. Students will typically be able to navigate to the resources to view/read, they can also edit their own copy and submit it through Teams or Canvas.

Language ELLlevation

360° Words – Move It!

Make It! Mean It!

Students will develop academic language through explicit vocabulary learning, identifying sentences, making connections, using kinesthetic movement, associated visuals and definitions.

[360° Words](#)

Science

Earth Science: Pebbles, Sand and Silt

2-ESS1-1: Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

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.

2-ESS2-1: Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

2-ESS2-2: Develop a model to represent the shapes and kinds of land and bodies of water in an area.

2-ESS2-3: Obtain information to identify where water is found on Earth and that it can be solid or liquid.

[FOSS Pacing Guide](#)

[Earth Science Unit](#)

[Materials and Organism Delivery](#)

