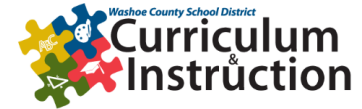




Second Grade Elementary Curriculum ESSENTIALS

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

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

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

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

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

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

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

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

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.

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

Language:

L.2.1a Use **collective nouns** (e.g., group)

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.2.4a 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).



Math

Topic 1: Fluently Add and Subtract within 20

Topic 2: Work with Equal Groups

Topic 3: Add Within 100 Using Strategies

Critical Content Area 1: (Topic 1&2)

Students **extend their understanding** of the base-ten system. This includes ideas of **counting** in fives, tens, and multiples of hundreds, tens, and ones, as well as **number relationships** involving these units, including **comparing**. (NBT.1; NBT.2) Students **understand** multi-digit numbers (up to 1000) written in **base-ten notation**, **recognizing** that the **digits** in each place **represent amounts** of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundred + 5 tens + 3 ones). (NBT.3; NBT.4)

Critical Content Area 2: (Topic 3)

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 1 Curriculum Guide](#)

[Topic 2 Curriculum Guide](#)

[Topic 3 Curriculum Guide](#)

Integrated Strategies

Engagement

Cooperative Learning provides students with the opportunity to share knowledge and tasks with one another (ex: Jigsaw activities, peer support, role play tasks, inquiry groups, think-pair-share)

[Cooperative Learning](#)

Blended Learning

Content Curation Teachers gather quality online resources and share them in a common space for easy student access. Students may also be curating online resources for research or projects. Tools such as browser bookmarks, Wakelet, or Microsoft Edge Collections may be used.

Language ELLevation

Vocab Go Fish

This is an interactive way to encourage speaking and listening while building important academic vocabulary. Vocab Go Fish can be used with any content area and can be modified for different grade levels (K-5) as well as levels of support.

[Vocab Go Fish](#)

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](#)

