



# 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.2.3b 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.

RF. 2.4c Use context to confirm or self-correct **word recognition** and understanding, rereading as necessary.



### 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.

SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.

### 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.2.10 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.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.2.4 Determine the **meaning of words and phrases** in a text relevant to a grade 2 topic or subject area.

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

RI.2.10 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.

### Language:

L.2.1a Use **collective nouns**.

L.2.1b Form and use frequently occurring **irregular plural nouns**.

L.2.1c Use **reflexive pronouns**.

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

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.2.51 Identify real-life connections between words and their use

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.

[Unit 8 Pacing Guide](#)

[Unit 9 Pacing Guide](#)

# Math

## Topic 12: Measuring Length

## Topic 14: Graphs and Data

### CRITICAL CONTENT AREA 3 MEASUREMENT AND DATA:

Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length. (MD.1; MD.2; MD.3; MD.4)

[Envision Pacing Framework](#)  
[Topic 12 Curriculum Guide](#)  
[Topic 14 Curriculum Guide](#)



# Integrated Strategies

## Engagement

### Graphic Organizers:

When graphic organizers are simple and used often, they can improve the ways in which students engage with texts. Graphic organizers cause students to slow down their reading process, taking reading from being a more passive activity to an active engagement.

[Graphic Organizers](#)

## Blended Learning Games-Simulations-AR-VR-AI:

Students use tools such as Minecraft Education Edition, BrainPop, iCivics, PhET Simulations, PrismsVR, Sandbox AR, etc. to create and explore virtual worlds. These tools may also provide students with otherwise unattainable experiences which enhance their learning of academic concepts.

## Language ELlevation

### I Am Monologues

#### Students will:

Assume the identity of a person, place, thing, or idea  
Prepare a few short talking points from that point of view  
Verbally share the point of view with peers  
*This can be done K-12 with embedded supports and scaffolds.*

[I Am Monologues](#)

# Science

## Life Science: Insects & Plants

2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.

2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

K-2-ETS1 Engineering Design

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

