

Glendale Elementary School District

# 23-24 ELA PACING GUIDE

## 2nd Grade



<a href="#">Reading Block</a>	<a href="#">Equivalency Chart</a>	<a href="#">C &amp; I Page</a>	<a href="#">ADE ELA website</a>
<a href="#">ReadyGEN supports</a>	QFA Blueprints	<a href="#">Learning Cycle PDF</a>	2nd Grade Deconstruction
<a href="#">6-Minute Solutions Supports</a>	<a href="#">Galileo Supports</a>	<a href="#">Foundational Calendar</a>	<a href="#">Sight Words/ Irregular Words List</a>
<a href="#">Handwriting Resources</a>	<a href="#">i-Ready Supports</a>	<a href="#">ELA Standards Progression</a>	

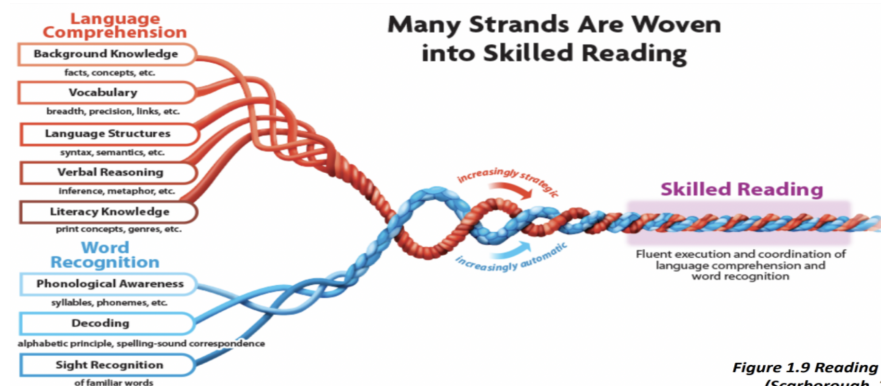
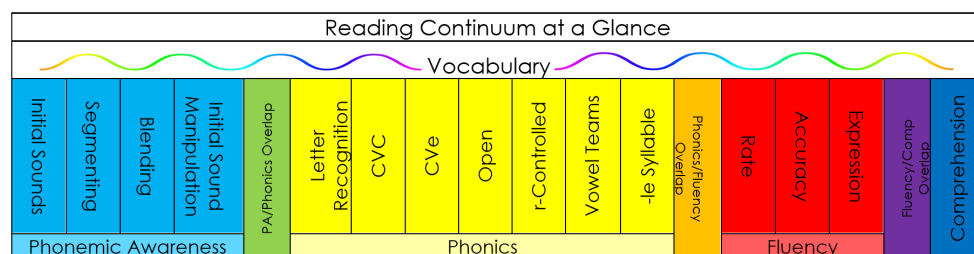


Figure 1.9 Reading Rope  
(Scarborough, 2001,

### Reading Block Layout (160 Minutes)

	Reading Foundational Skills (Reading/Writing) (30 Minutes)	Whole Group Instruction/Launch Lesson (20 Minutes)	Guided Reading (60-80 Minutes)	Writing (30 Minutes)
Teacher Actions	<ul style="list-style-type: none"> <li>Explicit phonemic awareness instruction (Heggerty)</li> <li>Explicit phonics instruction including phonemes, decoding, blending, word building, controlled text, repeated reading, &amp; irregular word instruction</li> <li>Systematic and immediate feedback</li> <li>Spiral review of previous skills</li> <li>Handwriting Instruction</li> <li>Dictation/Encoding (guided spelling practice)</li> </ul>	<ul style="list-style-type: none"> <li>Expose students to text above grade-level</li> <li>Model close reading and comprehension strategies, including rereading the text for multiple purposes</li> <li>Demonstrate proficient and fluent reading</li> <li>Model fix-up reading strategies</li> <li>Expose students to a variety of genres</li> <li>Model the use of context clues to determine the meaning of unknown words</li> </ul>	<ul style="list-style-type: none"> <li>Identify student instructional reading level</li> <li>Plan explicit lessons for grouped students with phonics skills needed</li> <li>Prompt and reinforce growing reading skills</li> <li>Expose students to a variety of texts</li> <li>Model, Guide, and Reinforce good reading behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Model the writing process through process and purpose</li> <li>Facilitate shared and guided reading practice</li> <li>Conference with students to provide feedback on their writing</li> <li>Extend literary analysis to writing</li> </ul>
Student Actions	<ul style="list-style-type: none"> <li>Manipulate sounds in spoken word</li> <li>Read phonograms</li> <li>Build words based on phonogram knowledge</li> <li>Apply phonogram sounds in order to decode and read words, phrases, sentences, and passages fluently</li> <li>Identify, sort, divide, and read one-syllable and multisyllabic words</li> <li>Read sight words fluently</li> <li>Write letters correctly</li> <li>Write phonograms</li> <li>Write words using knowledge of phonograms and spelling patterns</li> <li>Guided spelling activities to transfer new reading skills to writing</li> </ul>	<ul style="list-style-type: none"> <li>Utilize comprehension strategies while reading</li> <li>Ask and answer questions while reading and explain strategies used to understand a text</li> <li>Read (or listen to) a wide variety of text types</li> <li>Utilize a variety of strategies (context clues, picture clues) to determine meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>Read increasingly Challenging text with fluency, accuracy, and understanding</li> <li>Utilize comprehension skills</li> <li>Build reading stamina</li> <li>Extend application through independent practice</li> </ul>	<ul style="list-style-type: none"> <li>Connect reading text analysis by responding in writing</li> <li>Write increasingly complex connected sentences using a variety of structures</li> <li>Utilize the writing process to publish final works</li> <li>Participate in writing conferences and set goals to monitor learning</li> </ul>
Resources	<ul style="list-style-type: none"> <li>GESD Phonics Continuum (UFLI, ReadyGEN, 95%, Blevins)</li> <li>PAF Handwriting</li> </ul>	<ul style="list-style-type: none"> <li>SAVVAS ReadyGEN</li> <li>Paired Passages</li> </ul>	<ul style="list-style-type: none"> <li>SAVVAS ReadyGEN</li> <li>Guided Reading Bookroom</li> <li>Jan Richardson Lesson Plans</li> </ul>	<ul style="list-style-type: none"> <li>PAF Writing Instruction</li> <li>Thinking Maps/Write from the Beginning</li> <li>SAVVAS ReadyGEN</li> </ul>

### Equivalency Chart

	Kindergarten			1st Grade			2nd Grade			3rd Grade			4th Grade			5th Grade			6th Grade			7th Grade			8th Grade		
	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
Lexile	0	25	100	125	225	325	350	450	525	550	625	675	700	750	800	800	850	900	925-1070			925-1120			1010-1185		
Scholastic		B	D	D	F	I	I	K	M	M	O	P	P	R	S	S	U	V	V	W	X	X	Y	Z	Z	Z	Z
Jan Plan Template	Pre-A	Emergent		Early (D-I)				Transitional Template (J-P)																			
										Fluent Template (N+)																	
i-Ready Fluency					29+	60+	50+	84+	100+																		
Fountas & Pinnell	A	B	C	D	G	J	J	K-L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	Z	Z	Z	Z	Z
Learning A-Z	A	B	C	D	G	J	K	M	P	Q	R-S	T	U	V	W	X	Y	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z
DRA	A-6			A-16			8-30			16-40			20-50			40-60			50-70								

## Foundational Calendar Year Overview

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Phonics</b> <ul style="list-style-type: none"> <li>Short Vowel Sounds /ă/, /ĭ/, /ō/, /ē/, /ŭ/</li> <li>Multisyllabic Words CVC</li> <li>Long Vowels Spelled VCe, including hard/soft c</li> <li>Multisyllabic Words CVC, VCe, Open</li> <li>Consonant Blends (2 letter)</li> <li>Inflectional Endings -s, -ed, -ing</li> <li>Multisyllabic Words CVC, VCe</li> </ul> <b>High Frequency Words</b> <ul style="list-style-type: none"> <li>25 words</li> </ul> <b>Fluency</b> <ul style="list-style-type: none"> <li>Read 50 or more words per minute on a grade-level passage</li> </ul> <b>Writing/Encoding</b> <ul style="list-style-type: none"> <li>CVC words</li> <li>VCe words</li> <li>Open syllable Words</li> <li>Multisyllabic words with CVC, VCe, Open</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>-tch, -dge review</li> <li>r-Controlled ar, er, ir, ur</li> <li>Multisyllabic Words CVC, VCE, vowel team, r-controlled</li> <li>Long Vowel a spelled a, ai, ay</li> <li>Long Vowel e spelled e, ee, ea, y</li> <li>Long Vowel o spelled o, oa, ow</li> <li>Vowel Patterns oo, u that represent /ô/</li> </ul> <b>High Frequency Words</b> <ul style="list-style-type: none"> <li>25 words</li> </ul> <b>Fluency</b> <ul style="list-style-type: none"> <li>Read 84 or more words per minute on a grade-level passage</li> </ul> <b>Writing/Encoding</b> <ul style="list-style-type: none"> <li>r-Controlled words</li> <li>Vowel Team words</li> <li>Multisyllabic words</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>Long i, /ī/ spelled i, ie, igh, y</li> <li>Compound Words split between the two smaller words like foot/ball</li> <li>Vowel Digraphs oo, ue, ew, ui that represent /ü/</li> <li>aw, au, au(gh), al that represents /ô/</li> <li>Diphthongs ou, ow, oi, oy that represent /oi/</li> <li>kn, wr</li> <li>Pre/Suffixes -s/-es/-er/-est/-ly/-less/-full/un-/pre-/re-</li> </ul> <b>High Frequency Words</b> <ul style="list-style-type: none"> <li>25 words</li> </ul> <b>Fluency</b> <ul style="list-style-type: none"> <li>Read 92 or more words per minute on a grade-level passage</li> </ul> <b>Writing/Encoding</b> <ul style="list-style-type: none"> <li>Vowel Team words</li> <li>Words with Pre/Suffixes</li> <li>Multisyllabic words</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>Pre/Suffixes dis-</li> <li>Doubling Rule -ed/-ing/-er/-est/-e</li> <li>y to i Rule</li> <li>Low Frequency Spellings for /er/, /air/, /ear/, long a/o</li> <li>Signal Vowels c/s, g/j</li> <li>Ghost letters ch, gn, t</li> </ul> <b>High Frequency Words</b> <ul style="list-style-type: none"> <li>25 words</li> </ul> <b>Fluency</b> <ul style="list-style-type: none"> <li>Read 100 or more words per minute on a grade-level passage</li> </ul> <b>Writing/Encoding</b> <ul style="list-style-type: none"> <li>All syllable type words</li> <li>Words with Pre/Suffixes</li> <li>Multisyllabic words</li> </ul>
<b>Rolling Assessments</b>			
<b>Phonics</b> <ul style="list-style-type: none"> <li>Ready to a Running Record level J</li> <li>Multisyllabic word with CVC, VCe, Open (moved from Q2)</li> </ul> <b>High Frequency Words</b> <ul style="list-style-type: none"> <li>Master 25 words</li> </ul> <b>Fluency</b> <ul style="list-style-type: none"> <li>Read fluently on a grade-level passage</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>Ready to a Running Record level K</li> <li>Read words with long vowels/teams a, e, o</li> <li>Read words with r-controlled vowels</li> </ul> <b>High Frequency Words</b> <ul style="list-style-type: none"> <li>Master 25 more words</li> </ul> <b>Fluency</b> <ul style="list-style-type: none"> <li>Read fluently on a grade-level passage</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>Ready to a Running Record level L</li> <li>Read words with long vowel sounds ai, ay, ea, ow</li> <li>Read words with long vowel sounds oi, oo, ou (from q3)</li> </ul> <b>High Frequency Words</b> <ul style="list-style-type: none"> <li>Master 25 more words</li> </ul> <b>Fluency</b> <ul style="list-style-type: none"> <li>Read fluently on a grade-level passage</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>Ready to a Running Record level M</li> <li>Read words with inflectional endings (-ly, -ful)</li> <li>Read words with inflectional endings (-es, -est, -er)</li> </ul> <b>High Frequency Words</b> <ul style="list-style-type: none"> <li>Master 25 more words</li> </ul> <b>Fluency</b> <ul style="list-style-type: none"> <li>Read fluently on a grade-level passage</li> </ul>
<b>Phonics Supports</b>			
<b>From Phonics to Reading</b> Lessons 1-2, 4-7, 9-15 <b>UFLI</b> Lessons 38, 42-43, 49, 53, 57, 59, 62-65	<b>From Phonics to Reading</b> Lessons 17-21, 23-25 <b>UFLI</b> Lessons 66-68, 71-72, 76, 79, 82-89	<b>From Phonics to Reading</b> Lessons 26-30 <b>UFLI</b> Lessons 90-104	<b>From Phonics to Reading</b> Lessons 3, 8, 16, 22 <b>UFLI</b> Lessons 105-118

**Year Long Standards:****Range of Reading and Level of Text Complexity**

- 2.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2. See glossary for guidance on text complexity. (Lexile Range 420-820)
- 2.RI.10 By the end of year, proficiently and independently read and comprehend informational text, including history/social studies, science, and technical text in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2. See glossary for guidance on text complexity.

**Range of Reading Staircase to Complexity:**

2<sup>nd</sup>-3<sup>rd</sup> Grade Lexile Range: 420-820

Text used during Tier 1 instruction should fall within the above Lexile band to build upon increased text complexity throughout the year.

Standard	Quarter 1 Unit 1 A/B & Unit 2 A	Quarter 2 Unit 2B & Unit 3A/B	Quarter 3 Unit 4 A/B & Unit 5 A	Quarter 4 Unit 5B & Unit 6 A/B
<b>Reading Standards: Foundational Skills</b>				
2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one syllable or two-syllable words.	o Know and apply grade-level phonics and word analysis skills in decoding one-syllable words	o Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words	o Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words	o Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words
2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. EL.1-2.RF.1f Distinguish between long and short vowel sounds in orally stated single-syllable words	o Decode and read words with: <ul style="list-style-type: none"> <li>• short vowels</li> <li>• long vowels. (VCe)</li> <li>• beginning and ending consonant blends</li> <li>• vowel teams</li> <li>• r-controlled vowels (ar, or/ore, oar)</li> </ul> o Distinguish long and short vowels when reading regularly spelled one-syllable words	o Decode and read words with: <ul style="list-style-type: none"> <li>• short vowels</li> <li>• long vowels. (VCe)</li> <li>• beginning and ending consonant blends</li> <li>• vowel teams</li> <li>• r-controlled vowels</li> </ul> o Distinguish long and short vowels when reading regularly spelled one-syllable words		
2.RF.3b Know spelling-sound correspondences for additional common vowel teams. EL.2-3.RF.3c Decode and blend regularly spelled one-syllable words with common letter-sound correspondence, including: • single letters • consonant blends • consonant/vowel digraphs (th, sh, ck), • diphthongs (ea, ie, ee) • r-controlled vowels	o Decode and read words with: <ul style="list-style-type: none"> <li>• r-controlled vowel teams: ar, or, ore, oar</li> </ul>	o Decode and read words with: <ul style="list-style-type: none"> <li>• long vowel spelled a, ai, ay</li> <li>• long vowel e spelled e, ee, ea, and y</li> <li>• long vowel o spelled o, oa, ow</li> </ul>	o Decode and read words with: <ul style="list-style-type: none"> <li>• long vowel i spelled i, ie, igh, and y</li> <li>• diphthongs ou, ow, oi, and oy</li> <li>• vowel digraphs oo, ue, ew, ui</li> </ul>	o Decode and read words with: <ul style="list-style-type: none"> <li>• vowel patterns, aw, au, augh, and al</li> </ul>
2.RF.3c Identify and apply all six syllable types to decode appropriate grade-level texts	o Identify and apply all six syllable types to decode grade-level texts	o Identify and apply all six syllable types to decode grade-level texts	o Identify and apply all six syllable types to decode grade-level texts	o Identify and apply all six syllable types to decode grade-level texts

EL.2-3.RF.3f Decode and blend regularly spelled syllables with short and long vowel patterns (CVC, CVCE, CCVC).	<ul style="list-style-type: none"> <li>● Closed (CVC)</li> <li>● Vowel-Consonant-e (VCe)</li> <li>● Open (CV)</li> <li>● Vowel Teams (including diphthongs)</li> <li>● Consonant –le</li> </ul>	<ul style="list-style-type: none"> <li>● Closed (CVC)</li> <li>● Vowel-Consonant-e (VCe)</li> <li>● Open (CV)</li> <li>● Vowel Teams (including diphthongs)</li> <li>● Consonant –le</li> </ul>	<ul style="list-style-type: none"> <li>● Closed (CVC)</li> <li>● Vowel-Consonant-e (VCe)</li> <li>● Open (CV)</li> <li>● Vowel Teams (including diphthongs)</li> <li>● Consonant –le</li> </ul>	<ul style="list-style-type: none"> <li>● Closed (CVC)</li> <li>● Vowel-Consonant-e (VCe)</li> <li>● Open (CV)</li> <li>● Vowel Teams (including diphthongs)</li> <li>● Consonant –le</li> </ul>
2.RF.3d Decode words with common prefixes and suffixes. EL.2-3.RF.3g Decode and blend common inflectional endings in words (-s, -ed, -ing).	<ul style="list-style-type: none"> <li>o Decode and read words with endings: <ul style="list-style-type: none"> <li>● -s, -ed, -ing</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>o Add the following suffixes to words: <ul style="list-style-type: none"> <li>● -ly, -ful, -er, -or, -ish</li> </ul> </li> <li>o Decode and read words with suffixes: <ul style="list-style-type: none"> <li>● -ly, -ful, -er, -or, -ish</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>o Add the following prefixes to words: <ul style="list-style-type: none"> <li>● un-, re-, pre-, dis-, micro-</li> </ul> </li> <li>o Decode and read words with prefixes: <ul style="list-style-type: none"> <li>● un-, re-, pre- dis-, mid-, mis-, non-</li> </ul> </li> <li>o Decode and read words with final syllables: <ul style="list-style-type: none"> <li>● -tion, -ture, and -ion</li> </ul> </li> <li>o Add the following suffixes to words: <ul style="list-style-type: none"> <li>● -ness, -less, -able, -ible</li> </ul> </li> <li>o Decode and read words with suffixes: <ul style="list-style-type: none"> <li>● -ness, -less, -able and -ible</li> </ul> </li> </ul>
2.RF.3e Identify words with inconsistent but common spelling-sound correspondences.	<ul style="list-style-type: none"> <li>o Identify words with inconsistent but common spelling-sound correspondences</li> </ul>	<ul style="list-style-type: none"> <li>o Decode and read words with r-controlled vowel teams:</li> <li>o Decode and read plurals <ul style="list-style-type: none"> <li>● -s, -es, -ies</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>o Decode and read words with consonant patterns: <ul style="list-style-type: none"> <li>● kn, gn, wr, mb</li> <li>● ph, gh, ck, ng</li> </ul> </li> <li>o Connect abbreviations to the words they represent</li> <li>o Read abbreviations and the words they represent</li> </ul>
2.RF.3f Recognize and read grade-appropriate irregularly spelled words. EL.2-3.RF.4cRead grade-appropriate high frequency words and irregular sight words fluently.	<ul style="list-style-type: none"> <li>o Recognize and read grade-appropriate irregularly-spelled words</li> </ul>	<ul style="list-style-type: none"> <li>o Recognize and read grade-appropriate irregularly-spelled words</li> </ul>	<ul style="list-style-type: none"> <li>o Recognize and read grade-appropriate irregularly-spelled words</li> </ul>	<ul style="list-style-type: none"> <li>o Recognize and read grade-appropriate irregularly-spelled words</li> </ul>
2.RF.4 Read with sufficient accuracy and fluency to support comprehension. 2.RF.4a Read on-level text with purpose and understanding. EL.2-3RF.4a Read with sufficient accuracy and fluency to support comprehension.	<ul style="list-style-type: none"> <li>o Read grade-level text with purpose and understanding</li> </ul>	<ul style="list-style-type: none"> <li>o Read grade-level text with purpose and understanding</li> </ul>	<ul style="list-style-type: none"> <li>o Read grade-level text with purpose and understanding</li> </ul>	<ul style="list-style-type: none"> <li>o Read grade-level text with purpose and understanding</li> </ul>

2.RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. EL.2-3RF.4a Read with sufficient accuracy and fluency to support comprehension.	o Read on-level text orally with accuracy, appropriate rate, and expression	o Read grade-level text orally with accuracy, appropriate rate, and expression	o Read grade-level text orally with accuracy, appropriate rate, and expression	o Read grade-level text orally with accuracy, appropriate rate, and expression
2.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	o Refer to text evidence	o Refer to text evidence	o Refer to text evidence	o Refer to text evidence
<b>Writing Standards: Foundational Skills</b>				
2.WF.1 Demonstrate and apply handwriting skills. 2.WF.1a Write legibly in manuscript using correct letter formation.	o Demonstrate and apply legible handwriting skills	o Demonstrate and apply legible handwriting skills	o Demonstrate and apply legible handwriting skills	o Demonstrate and apply legible handwriting skills
2.WF.1b Transcribe ideas in manuscript with automaticity and proper spacing.	o Record ideas with automaticity and spacing	o Record ideas with automaticity and spacing	o Record ideas with automaticity and spacing	o Record ideas with automaticity and spacing
2.WF.2 Demonstrate and apply sound-letter concepts. 2.WF.2a Write the most common graphemes (letters or letter groups) for each phoneme. For example: 2.WF.2a1 Consonants: /s/= s, ss, ce, ci, cy, /f/= f, ff, ph, /k/= c, k, ck	o Encode and spell words with beginning and ending consonant blends o Encode and spell words with consonant digraphs: ch, tch, sh, th, wh			
2.WF.2a2 Vowels: /ō/= o, o_e, oa, ow (long o), /ā/= a, a_e, ai, ay, eigh (long a).	o Encode and spell words with: • short vowels • long vowels (VCe) o Distinguish long and short vowels when spelling regularly spelled one-syllable words	o Encode and spell words with: • long vowel spelled a, ai, ay • long vowel e spelled e, ee, ea, and y • long vowel o spelled o, oa, ow	o Encode and spell words with: • long vowel i spelled i, ie, igh, and y	
2.WF.3 Know and apply phonics and word analysis skills when encoding words. 2.WF.3a Spell on-level, regular, single-syllable words that include: 2.WF.3a1 Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).			o Encode and spell words with consonant patterns: • kn, gn, wr, mb o Encode and spell words with consonant patterns: • ph, gh, ck, ng	

2.WF.3a2 Complex consonant blends (e.g., scr, str, squ).		o Encode and spell complex consonant blends	o Encode and spell complex consonant blends	
2.WF.3a3 Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).			o Encode and spell words with vowel patterns: • oo, ou, • ow, oi, oy	o Encode and spell words with vowel patterns: • oo, ue, uw, ui • aw, au, augh, al
2.WF.3a4 Vowel-r combinations (e.g., turn, star, third, four, for).	o Encode and spell words with r-controlled vowel teams: • ar, or, ore, oar	o Encode and spell words with r-controlled vowel teams: • er, ir, ur		
2.WF.3a5 Contractions (e.g., we'll, I'm, they've, don't).		o Encode and spell contractions		
2.WF.3a6. Homophones (e.g., bear, bare; past, passed).	o Encode and spell homophones	o Encode and spell homophones		
2.WF.3a7 Plurals and possessives (e.g., its, it's).		o Encode and spell plurals • -s, -es, -ies	o Encode and spell possessives	
2.WF.3b With prompting and support, spell two- and three-syllable words that: 2.WF.3b1 Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).	o Encode regularly spelled with two-syllable words with long vowels	o Encode and spell words with syllable patterns: • VCV (eg., prefix) • VCCV (eg., sixty) o Encode and spell compound words ( eg., playground)	o Encode regularly spelled with two-syllable words with long vowels o Encode and spell words with syllable patterns: • VCCV, (eg., picnic) • VCV (eg., tiger)	
2.WF.3b2 Include familiar compound words (e.g., houseboat, yellowtail).		o Encode and spell compound words (eg., playground)	o Encode and spell compound words (eg., playground)	
2.WF.3b3 Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).			o Encode and spell words with suffixes: • -ly, -ful, -er, -or, -ish	o Encode and spell words with the prefixes: • un-, re-, pre-, dis-, mid-, mis-, non- o Encode and spell words with final syllables: • -tion, -ture, -ion
2.WF.3c With prompting and support, spell words with suffixes that require: 2.WF.3c1 Consonant doubling (e.g., running, slipped).	o Encode and spell words with endings: • -ed, -ing			
2.WF.3c2 Dropping silent e (e.g., smiled, paving).	o Encode and spell words with endings when e is dropped: • -ed, -ing			o Encode and spell words with the suffixes: • -ness, -less, -able, -ible
2.WF.3c3 Changing y to i (e.g., cried, babies).		o Encode and spell plurals • -s, -es, -ies		

2.WF.3d Spell grade-level appropriate words in English, as found in a research-based list including: 2.WF.3d1 Irregular words (e.g., against, many, enough, does). 2.WF.3c2. Pattern-based words (e.g., which, kind, have).	o Spell grade-level appropriate irregular words	o Spell grade-level appropriate irregular words	o Spell grade-level appropriate irregular words	o Spell grade-level appropriate irregular words
<b>Reading Standards for Literature</b>				
2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <i>Connects to 2.SL.2</i> EL.2-3.S1.I-1 ask and answer questions about an increasing number of key details that support the main idea by using evidence from a text.	o Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text	o Ask and answer questions using both the text and illustrations to demonstrate understanding	o Ask and answer questions to demonstrate understanding of key details in a text	o Ask and answer questions to demonstrate understanding of key details in a text
2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <i>Connects to 2.SL.2</i> EL.2-3.S1.I-2 explain the central idea, lesson and moral using key details. EL.2-3.S1.I-4 recount a variety of texts using key details.		o Identify and understand the central message or lesson in a text o Determine the central message or lesson of stories	o Determine the central message of the story o Recount stories and determine their moral o Recount stories from diverse cultures and determine their central message	o Determine the central message or lesson in a text o Recount fables determine their central message, lesson, or moral
2.RL.3 Describe how characters in a story respond to major events and challenges. EL.2-3.S1.I-3 explain how key details support the main idea or message.	o Describe characters in a story o Identify major events or challenges in a story and describe how characters respond to them	o Identify major events or challenges in a story and describe how characters respond to them o Describe how characters in a story (poem) respond to major challenges	o Identify major events or challenges in a story and describe how characters respond to them o Describe how characters in a historical fiction story respond to major challenges	o Identify major events or challenges in a story and describe how characters respond to them
2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	o Identify how words supply meaning in a story o Describe how regular beats supply rhythm in a poem	o Describe how words and phrases add meaning in a story o Compare how authors use words and phrases to supply meaning	o Describe how words supply meaning in a story o Identify how words and phrases supply meaning in a story	o Describe how words and phrases supply rhythm and meaning in a song o Describe how words supply meaning in a story



<p>EL.2-3.S2.I-1 determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p>EL.2-3.S2.I-2 determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p> <p>EL.2-3.S2.I-3 apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>	<ul style="list-style-type: none"> <li>o Describe how words, phrases, supply rhythm and meaning in a poem</li> </ul>	<ul style="list-style-type: none"> <li>o Describe how words (e.g., rhymes) supply meaning in a poem</li> </ul>	<ul style="list-style-type: none"> <li>o Describe how words and phrases supply rhythm and meaning in a story or poem</li> </ul>	
<p>2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<ul style="list-style-type: none"> <li>o Understand the structure of the story</li> <li>o Identify story structure: beginning, middle and end</li> <li>o Describe the overall structure of a story</li> <li>o Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action</li> </ul>	<ul style="list-style-type: none"> <li>o Describe the overall structure and sequence of a story</li> </ul>	<ul style="list-style-type: none"> <li>o Describe the overall structure of a story, including how the ending concludes the action</li> </ul>	<ul style="list-style-type: none"> <li>o Describe the story structure</li> <li>o Describe the overall structure of a story, including describing how the ending concludes the action</li> </ul>
<p>2.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.</p>	<ul style="list-style-type: none"> <li>o Identify the main purpose of a text, including what the author wants to describe</li> <li>o Understand the different characteristics of characters, based on their points of view</li> <li>o Identify points of view of characters</li> <li>o Identify differences in the points of view of characters</li> <li>o Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud</li> </ul>	<ul style="list-style-type: none"> <li>o Acknowledge differences in characters' points of view</li> </ul>	<ul style="list-style-type: none"> <li>o Identify point of view</li> <li>o Acknowledge differences in the points of view of characters</li> </ul>	<ul style="list-style-type: none"> <li>o Acknowledge differences in the points of view of characters</li> <li>o Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud</li> </ul>

2.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.	o Use illustrations and/or words in a text to demonstrate understanding of the characters, setting, and plot	o Use illustrations and/or words in a text to demonstrate understanding of the characters, setting, and plot	o Use illustrations and/or words in a text to demonstrate understanding of the characters, setting, and plot o Ask and answer questions using both the text and illustrations to demonstrate understanding	o Use illustrations and/or words in a print and digital text to demonstrate understanding of the characters, setting, and plot
2.RL.9 Compare and contrast the characters and settings from two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.			o Compare and contrast different versions of the same story by different authors or from different cultures	o Compare and contrast different versions of the same story and the most important points presented by two texts on the same topic
<b>Reading Standards for Informational Text</b>				
2.RI.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. <i>Connects to 2.SL.2</i> EL.2-3.S1.I-1 ask and answer questions about an increasing number of key details that support the main idea by using evidence from a text.	o Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text	o Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text	o Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text o Ask and answer questions about how key details, including visuals, contribute to and clarify the text	o Ask and answer questions about how key details, including visuals, contribute to and clarify the text o Use text evidence to answer questions
2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. EL.2-3.S1.I-2 explain the central idea, lesson and moral using key details. EL.2-3.S1.I-4 recount a variety of texts using key details.	o Identify the main topic of a longer one-paragraph text o Identify the focus of specific paragraphs o Identify the main topic of multi-paragraph texts	o Identify the main topic of multi-paragraph text as well as the focus of specific paragraphs within the text	o Identify the main topic of multi-paragraph text as well as the focus of specific paragraphs within the text	o Identify the main topic of multi-paragraph text as well as the focus of specific paragraphs within the text
2.RI.3 With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. EL.2-3.S1.I-3 explain how key details support the main idea or message.		o Make connections between historical events in a text o Describe the connection between a series of historical events in a text	o Describe the connection between scientific ideas in a text	o Describe the connection between a series of historical events or concepts in a text o Describe the connection between scientific ideas or concepts
2.RI.4 Determine the meaning of words and phrases in a text	o Determine the meaning of words and phrases in a text	o Determine the meaning of words, unknown words, and	o Determine the meaning of words, unknown words, and	o Determine the meaning of words, unknown words, and

<p>relevant to a grade 2 topic or subject area.</p> <p>EL.2-3.S2.I-1 determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p>EL.2-3.S2.I-2 determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p> <p>EL.2-3.S2.I-3 apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>	<p>relevant to a grade 2 topic or subject area</p> <ul style="list-style-type: none"> <li>o Understand how linking words work</li> </ul>	<p>phrases in a text relevant to a grade 2 topic or subject area using an array of strategies</p> <ul style="list-style-type: none"> <li>o Identify how words supply meaning</li> <li>o Compare how authors use of words and phrases convey meaning</li> </ul>	<p>phrases in a text relevant to a grade 2 topic or subject area using an array of strategies</p>	<p>phrases in a text relevant to a grade 2 topic or subject area using an array of strategies</p> <ul style="list-style-type: none"> <li>o Identify how words in an informational text supply meaning and use them correctly</li> <li>o Determine the meaning of words and phrases in a text relevant to science</li> </ul>
<p>2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<ul style="list-style-type: none"> <li>o Identify text features and their purposes</li> <li>o Know and use various text features to locate key facts or information in a text (e.g., text box, photos, captions, etc.) quickly and efficiently</li> </ul>	<ul style="list-style-type: none"> <li>o Identify text features and their purposes</li> <li>o Know and use various text features to locate key facts or information in a text quickly and efficiently (e.g., interviews, sidebars, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>o Know and use various text features to locate key facts or information in a text quickly and efficiently (e.g., chapter titles, subheadings, photos, captions, sidebars, maps, glossaries, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>o Know and use various text features to locate key facts or information in a text quickly and efficiently (e.g., glossaries, etc.)</li> </ul>
<p>2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe</p>	<ul style="list-style-type: none"> <li>o Identify the main purpose of a text, including what the author wants to answer, to explain, or to describe</li> </ul>	<ul style="list-style-type: none"> <li>o Identify the main purpose of a text, including what the author wants to answer, to explain, or to describe</li> </ul>	<ul style="list-style-type: none"> <li>o Identify the main purpose of a text</li> <li>o Identify the main purpose of a text, including what the author wants to explain</li> <li>o Identify the main purpose of a text, including what the author wants to answer, to explain, or to describe</li> </ul>	<ul style="list-style-type: none"> <li>o Identify author's purpose for different parts of a text</li> <li>o Identify the main purpose of a text</li> <li>o Identify the main purpose of a text, including what the author wants to answer</li> <li>o Identify the main purpose of a text, including what the author wants to answer explain, or to describe</li> <li>o Identify central message and author's purpose</li> </ul>
<p>2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<ul style="list-style-type: none"> <li>o Explain how specific images contribute to and clarify a text</li> </ul>	<ul style="list-style-type: none"> <li>o Explain how specific images contribute to and clarify a text</li> </ul>	<ul style="list-style-type: none"> <li>o Explain how a diagram contributes to and clarifies a text</li> <li>o Explain how specific images contribute to and clarify a text</li> </ul>	<ul style="list-style-type: none"> <li>o Use pictures to clarify text</li> <li>o Explain how images contribute to and clarify a text</li> </ul>

			o Ask and answer questions about how key details, including visuals, contribute to and clarify the text	
2.RI.8 Describe how reasons support specific points the author makes in a text.		o Describe how reasons support specific points the author makes in a text	o Describe how reasons support specific points the author makes in a text	o Describe how reasons support specific points the author makes
2.RI.9 Compare and contrast the most important points presented by two texts on the same topic. <i>EL.1-2.S1.I-5 identify and describe similarities and differences between two texts.</i>	o Compare and contrast the most important points presented by two texts on the same topic o Use illustrations to compare two texts	o Compare and contrast the most important points presented by two texts on the same topic o Compare texts	o Compare the most important points presented by two texts on the same topic o Contrast the most important points presented by two texts on the same topic	o Compare and contrast the most important points presented by two texts on the same topic o Compare and contrast two versions of the same story and the most important points presented by two texts on the same topic o Compare the subject of two biographies
<b>Writing Standards</b>				
2.W.1 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. <i>(WFTB Expository Manual Pgs. – To Explain Why 77-94)</i> <i>EL.2-3.S4.I-1 express an opinion about a given topic or text..</i> <i>EL.2-3.S4.I-2 supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge.</i> <i>EL.2-3.S9.I-1 apply understanding of how text types are organized when writing and speaking in complex texts (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an</i>		o Write opinion pieces and supply reasons that support the opinion o Use text features to support an opinion o Write opinion pieces and use linking phrases	o Write an opinion piece and supply reasons that support the opinion o Write an opinion piece using linking words and supply reasons that support the opinion o Write an opinion piece that uses linking words o Write an opinion piece in which they state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement	o Write an opinion piece that introduces the topic, states an opinion, supplies reasons that support the opinion, and provides a concluding statement o Use linking words to connect reasons to opinions o 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 that connect the opinion and reasons, and provide a concluding statement or section

<p>opinion text is organized by opinion and supporting reasons).  EL.2-3.S8.I-1 explain how an author or speaker uses reasons and evidence to support or fail to support specific points.  EL.2-3.S8.I-2 ask and answer yes-no, either-or, and wh-questions in order to clarify what an author or speaker says.</p>				
<p>2.W.2 Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  <i>(WFTB Expository Manual – To Inform 367-380)</i>  EL.2-3.S3.I-3 compose informational texts that include details and examples to develop a topic while using appropriate conventions.  EL.2-3.S9.I-1 apply understanding of how text types are organized when writing and speaking in complex texts (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).</p>	<ul style="list-style-type: none"> <li>o Write informative/ explanatory texts in which they use facts to develop points</li> <li>o Write informative/ explanatory texts in which they use definitions to develop points</li> <li>o Write a concluding section for informative/ explanatory text</li> </ul>	<ul style="list-style-type: none"> <li>o Write informative/explanatory texts to introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section</li> <li>o Use facts and definitions to develop points, in informative/explanatory writing</li> <li>o Research and write an informative text about a historical person</li> </ul>	<ul style="list-style-type: none"> <li>o Write an informative/explanatory paragraph introducing a topic and using facts to develop the topic</li> <li>o Write informative/explanatory text using facts and details to develop points</li> <li>o Write an informative/explanatory text providing a concluding statement</li> </ul>	
<p>2.W.3 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.  <i>(WFTB Narrative Manual Pgs. 80-93 Sequential/Chronologically &amp; WFTB Narrative Manual Pgs. 94-104 Categorically)</i></p>	<ul style="list-style-type: none"> <li>o Write narrative sentences</li> <li>o Write a narrative using temporal words to signal event order</li> <li>o Write a narrative recounting a short sequence of events</li> <li>o Write a narrative that clearly describes the order of story events</li> <li>o Write a narrative with an ending that provides a sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>o Write narrative sentences</li> <li>o Write narratives that recount a short sequence of events using temporal words to signal event order</li> <li>o Write narratives in which they recount a short sequence of events and include details to describe actions, thoughts, and feelings</li> <li>o Write a narrative that clearly describes the order of story events</li> </ul>	<ul style="list-style-type: none"> <li>o Write a narrative to recount a well-elaborated event and provide a sense of closure</li> <li>o Write narratives to recount a short sequence of events using temporal words to signal event order, and provide a sense of closure</li> <li>o Write narratives that include details to describe characters' thoughts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>o Write a narrative that recounts a well-elaborated event or short sequence of events and uses temporal words to signal event order</li> <li>o Write a narrative with a sequence of events, including details to describe actions, thoughts, and feelings, uses temporal words to signal event order, and provides a sense of closure</li> </ul>

<p>EL.2-3.S3.I-2 compose written narratives using appropriate conventions that include details and examples to develop a topic.</p> <p>EL.2-3.S9.I-1 apply understanding of how text types are organized when writing and speaking in complex texts (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).</p>	<ul style="list-style-type: none"> <li>o Write a narrative that shows character's point of view</li> <li>o Write a narrative about characters' responses to others and character relationships</li> <li>o Write a narrative that includes details to describe a character's actions, thoughts, and feelings.</li> <li>o Write a narrative with dialogue</li> <li>o Write to describe details in illustrations</li> </ul>	<ul style="list-style-type: none"> <li>o Write a narrative that shows story structure</li> <li>o Write a narrative with an ending that has a sense of closure</li> <li>o Write a narrative with dialogue</li> <li>o Write to describe details in illustrations</li> </ul>	<ul style="list-style-type: none"> <li>o Write a narrative about how characters respond to challenges.</li> <li>o Write a narrative scene</li> </ul>	<ul style="list-style-type: none"> <li>o Write narratives to describe characters' actions, thoughts and feelings</li> <li>o Write a narrative's conclusion</li> </ul>
<p>2.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<ul style="list-style-type: none"> <li>o Produce writing in which the development and organization are appropriate to task and purpose</li> </ul>	<ul style="list-style-type: none"> <li>o Produce writing in which the development and organization are appropriate to task and purpose</li> </ul>	<ul style="list-style-type: none"> <li>o Produce writing in which the development and organization are appropriate to task and purpose</li> </ul>	<ul style="list-style-type: none"> <li>o Produce writing in which the development and organization are appropriate to task and purpose</li> </ul>
<p>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (Writing Process/6-Traits)</p>	<ul style="list-style-type: none"> <li>o Participate in a shared writing task</li> <li>o Revise and edit shared writing piece</li> <li>o With guidance and support, strengthen writing as needed by revising and editing</li> <li>o With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing</li> </ul>	<ul style="list-style-type: none"> <li>o With guidance and support from adults and peers, focus on a topic and strengthen writing as needed</li> <li>o Strengthen writing by revising and editing</li> </ul>	<ul style="list-style-type: none"> <li>o Strengthen writing as needed by revising and editing</li> </ul>	<ul style="list-style-type: none"> <li>o Strengthen writing by revising and editing</li> </ul>
<p>2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.</p> <p>EL.2-3.S6.I-1 participate in extended conversations and discussions about a variety of topics and texts.</p> <p>EL.2-3.S6.I-2 participate in extended written exchanges about a variety of topics and texts.</p>	<ul style="list-style-type: none"> <li>o Use technology to produce and publish writing and to collaborate with others</li> <li>o Use digital tools to produce and publish writing, including in collaboration with peers</li> <li>o With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers</li> </ul>	<ul style="list-style-type: none"> <li>o Use technology to produce and publish writing and to collaborate with others</li> <li>o Use digital tools to produce and publish writing, including in collaboration with peers</li> <li>o With guidance from adults, use a variety of tools to produce an informative/explanatory text</li> </ul>	<ul style="list-style-type: none"> <li>o Use technology to produce and publish writing and to collaborate with others</li> <li>o With guidance and support from adults, use a variety of digital tools to produce and publish writing including collaboration with peers</li> </ul>	<ul style="list-style-type: none"> <li>o Use digital tools to produce and publish writing, including in collaboration with peers</li> </ul>

2.W.7 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). EL.2-3.S7.I-1 gather information from print and digital provided resources to answer a question.		<ul style="list-style-type: none"> <li>o Participate in shared research and writing projects</li> <li>o Participate in shared writing projects</li> <li>o Research and write an informative text about a historical person</li> </ul>	<ul style="list-style-type: none"> <li>o Participate in a shared narrative writing task</li> <li>o Participate in a shared informative writing task</li> <li>o Participate in shared research and writing projects on a single topic to produce a report</li> </ul>	<ul style="list-style-type: none"> <li>o Participate in a shared narrative writing task</li> <li>o Participate in shared research and writing projects</li> </ul>
2.W.8 Recall information from experiences or gather information from provided sources to answer a question. EL.2-3.S7.I-2 Respond to a question or problem based gathered information from multiple (personal experience, digital and print) sources.		<ul style="list-style-type: none"> <li>o Gather information from sources to answer a question</li> <li>o Use an interview to gather information</li> </ul>	<ul style="list-style-type: none"> <li>o Gather information from provided sources to answer a question</li> <li>o Recall information from provided sources</li> </ul>	
<b>Language Standards</b>				
2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EL.2-3.S10.I-1 using grade-appropriate singular and plural nouns. EL.2-3.S10.I-2 using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives). EL.2-3.S10.I-3 using possessives with grade-appropriate nouns. (e.g. That is Mary's backpack).	<ul style="list-style-type: none"> <li>o Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</li> <li>o Demonstrate command of the conventions of standard English grammar</li> </ul>	<ul style="list-style-type: none"> <li>o Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</li> </ul>	<ul style="list-style-type: none"> <li>o Demonstrate command of the conventions of standard English grammar and usage when writing</li> <li>o Identify nouns and verbs</li> </ul>	<ul style="list-style-type: none"> <li>o Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</li> </ul>
2.L.1.a Use collective nouns (e.g., group).	<ul style="list-style-type: none"> <li>o Identify nouns</li> <li>o Identify collective nouns</li> </ul>		<ul style="list-style-type: none"> <li>o Identify collective nouns</li> </ul>	
2.L.1.b Form and use frequently occurring irregular plural nouns (e.g. feet, children, teeth, mice, fish).	<ul style="list-style-type: none"> <li>o Identify irregular plural nouns</li> </ul>			
2.L.1.c Use reflexive pronouns (e.g., myself, ourselves). EL.2-3.S10.I-4 using personal (subject and object), possessive, and indefinite pronouns.	<ul style="list-style-type: none"> <li>o Use reflexive pronouns</li> </ul>		<ul style="list-style-type: none"> <li>o Use reflexive pronouns</li> </ul>	

<p>2.L.1.d Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g., sat, hit, told).</p> <p>EL.2-3.S10.I-5 using verbs in the past progressive.</p> <p>EL.2-3.S10.I-6 using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g. <i>drank, sat, wrote</i>).</p> <p>EL.2-3.S10.I-7 using grade appropriate verbs in the future with “going to” and “will”.</p> <p>EL.2-3.S10.I-8 Applying subject-verb agreement using grade-appropriate nouns and verbs.</p>	<ul style="list-style-type: none"> <li>o Form and use the past tense of frequently occurring irregular verbs</li> </ul>		<ul style="list-style-type: none"> <li>o Form and use the past tense of irregular verbs</li> </ul>	
<p>2.L.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>EL.2-3.S10.I-9 Using a variety of frequently occurring adjectives (i.e. descriptive, possessive, demonstrative).</p>	<ul style="list-style-type: none"> <li>o Use adjectives</li> <li>o Use adverbs in simple sentences</li> <li>o Use adjectives in simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>o Use adverbs</li> <li>o Use adjectives</li> <li>o Choose between adjectives and adverbs</li> <li>o Use adjectives to expand complete simple and compound sentences</li> <li>o Use adverbs to expand complete simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>o Use adjectives</li> <li>o Identify and use adverbs</li> <li>o Use adverbs to expand complete simple sentences</li> </ul>	
<p>2.L.1.f Use interjections (eg. Yes! That is mine!).</p>	<ul style="list-style-type: none"> <li>o Use interjections</li> </ul>	<ul style="list-style-type: none"> <li>o Use interjections</li> </ul>	<ul style="list-style-type: none"> <li>o Use interjections</li> </ul>	<ul style="list-style-type: none"> <li>o Use interjections</li> </ul>
<p>2.L.1.g 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).</p>	<ul style="list-style-type: none"> <li>o Produce complete simple sentences</li> <li>o Understand simple sentences</li> <li>o Produce, expand, and rearrange complete simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>o Use commas in compound sentences</li> <li>o Produce simple sentences</li> <li>o Use conjunctions to write sentences with compound verbs</li> <li>o Use conjunctions to produce complete compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>o Write simple sentences</li> <li>o Expand simple sentences</li> <li>o Expand and rearrange complete simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>o Produce simple sentences</li> <li>o Use prepositional phrases to expand simple sentences</li> <li>o Rearrange simple sentences</li> <li>o Produce, expand, and rearrange complete simple and compound sentences</li> </ul>
<p>2.L.1.h Identify and use declarative, interrogative, imperative, and exclamatory sentences.</p> <p>EL.2-3.S10.I-10 using a variety of prepositional phrases (e.g. <i>toward the playground</i>) to</p>	<ul style="list-style-type: none"> <li>o Identify declarative, interrogative, imperative, and exclamatory sentences</li> </ul>	<ul style="list-style-type: none"> <li>o Use declarative, interrogative, imperative, and exclamatory sentences</li> </ul>	<ul style="list-style-type: none"> <li>o Use declarative, interrogative, imperative, and exclamatory sentences</li> </ul>	<ul style="list-style-type: none"> <li>o Use declarative, interrogative, imperative, and exclamatory sentences</li> </ul>



provide detail (e.g., time, manner, place, cause). EL.2-3.S10.I-11 using frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ). EL.2-3.S10.I-12 using appropriate word order (subject-verb- object) in declarative, imperative, and interrogative sentences.				
2.L.1.i With assistance, link sentences into a simple cohesive paragraph that contains a main idea, supporting details, and a conclusion.	o With assistance, link sentences into cohesive paragraph that contains a main idea, supporting details, and a conclusion	o With assistance, link sentences into cohesive paragraph that contains a main idea, supporting details, and a conclusion	o With assistance, link sentences into cohesive paragraph that contains a main idea, supporting details, and a conclusion	o Link sentences into cohesive paragraph that contains a main idea, supporting details, and a conclusion
2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2.L.2a Capitalize holidays, product names, and geographic names. EL.2-3.S3.I-2 compose informational texts that include details and examples to develop a topic while using appropriate conventions.	o Capitalize proper nouns	o Capitalize geographic names		
2.L.2b Use commas in greetings and closings of letters.		o Use commas after greetings and closings in letters	o Use commas after greetings and closings in letters	o Use commas after greetings and closings in letters
2.L.2c Use an apostrophe to form contractions and frequently occurring possessives.		o Form and use contractions o Use an apostrophe to form contractions and frequently occurring possessives Use apostrophes in plural possessives	o Use an apostrophe to form contractions o Use apostrophes in singular possessives o Use apostrophes in possessives and contractions	
2.L.2d Generalize learned spelling patterns when writing words (e.g., cage, badge; boy, boil).				o Generalize learned spelling patterns when writing words: <ul style="list-style-type: none"> <li>• -g as /j/</li> <li>• with diphthongs oi, oy</li> <li>• with silent gh</li> </ul>
2.L.2e Consult reference materials, including beginning	o Consult dictionaries to check spelling	o Consult dictionaries to check spelling	o Consult dictionaries to check spelling	o Consult dictionaries to check spelling

dictionaries as needed to check and correct spelling.				
2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 2.L.3a Compare formal and informal uses of English.		<ul style="list-style-type: none"> <li>o Use knowledge of language and its conventions when writing</li> <li>o Compare formal and informal uses of English</li> </ul>	<ul style="list-style-type: none"> <li>o Use knowledge of language and its conventions when writing and speaking</li> </ul>	<ul style="list-style-type: none"> <li>o Use knowledge of language and its conventions when writing</li> </ul>
2.L.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. EL.2-3.S2.L-1 determine the meaning of less-frequently occurring words and phrases and content specific words.	<ul style="list-style-type: none"> <li>o Determine meaning of unknown grade-level words</li> </ul>	<ul style="list-style-type: none"> <li>o Determine meaning of unknown grade-level words</li> </ul>	<ul style="list-style-type: none"> <li>o Determine meaning of unknown grade-level words</li> </ul>	<ul style="list-style-type: none"> <li>o Determine meaning of unknown grade-level words</li> </ul>
2.L.4a Determine the meaning of a new word formed when a known prefix is added to a known word (e.g., happy/unhappy; tell/retell). EL.2-3.S2.L-3 apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.	<ul style="list-style-type: none"> <li>o Determine the meaning of a new word when a known prefix is added to a known word</li> </ul>	<ul style="list-style-type: none"> <li>o Determine the meaning of a new word when a known prefix is added to a known word</li> </ul>	<ul style="list-style-type: none"> <li>o Determine the meaning of a new word when a known prefix is added to a known word</li> </ul>	<ul style="list-style-type: none"> <li>o Determine the meaning of a new word when a known prefix is added to a known word</li> </ul>
2.L.4b Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). EL.2-3.S2.L-3 apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.			<ul style="list-style-type: none"> <li>o Use a known root word as a clue of the meaning of an unknown word with the same root</li> </ul>	<ul style="list-style-type: none"> <li>o Use a known root word as a clue of the meaning of an unknown word with the same root</li> </ul>
2.L.4c Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g.,		<ul style="list-style-type: none"> <li>o Decode and read compound words</li> </ul>	<ul style="list-style-type: none"> <li>o Decode and read compound words</li> </ul>	<ul style="list-style-type: none"> <li>o Understand the meaning of compound words</li> </ul>

birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).		o Determine the meaning of unknown words using an array of strategies	o Use the knowledge of the meaning of individual words to predict the meaning of compound words	o Use the knowledge of the meaning of individual words to predict the meaning of compound words
2.L.4d Use sentence-level context as a clue to the meaning of a word or phrase. EL.2-3.S2.I-3 apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.	o Determine or clarify the meaning of unknown words and phrases based on grade 2 reading and content o Use context as a clue to the meaning of a word or phrase	o Determine or clarify the meaning of unknown words and phrases o Determine or clarify the meaning of unknown or multiple-meaning words o Determine the meaning of unknown words and describe how they supply meaning in a story	o Determine the meaning of unknown words using an array of strategies o Determine the meaning of words and phrases in a text. o Determine the meaning of unknown and multiple-meaning words in a text	o Use sentence-level context as a clue to the meaning of a word or phrase o Determine the meaning of unknown words using an array of strategies o Determine the meaning of unknown and multiple-meaning words
2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. EL.2-3.S2.I-3 apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.	o Use glossaries to determine or clarify the meaning of words and phrases o Determine or clarify the meaning of unknown words o Determine or clarify the meaning of unknown and multiple-meaning words o Determine or clarify the meaning of unknown words and phrases based on grade 2 reading and content	o Determine the meaning of unknown words using an array of strategies	o Use beginning dictionaries, both print and digital, to determine or clarify the meaning of words	o Use beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
2.L.5 Demonstrate understanding of word relationships and nuances in word meanings. 2.L.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). EL.2-3.S2.I-2 determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.				o Identify real-life connections between words and their use
2.L.5b Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related	o Distinguish shades of meaning among closely related adjectives	o Distinguish shades of meaning among closely related verbs	o Distinguish shades of meaning among closely related verbs o Distinguish shades of meaning among closely related adjectives	o Distinguish shades of meaning among closely related verbs

adjectives (e.g., thin, slender, skinny, scrawny).				o Distinguish shades of meaning among closely related adjectives
<p>2.L.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).</p> <p>EL.2-3.S4.I-3 use grade-appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words.</p> <p>EL.2-3.S8.I-3 Use general academic and domain-specific words and phrases that signal spatial and temporal relationships.</p>	<ul style="list-style-type: none"> <li>o Correctly use words acquired from the text</li> <li>o Use words and phrases acquired through reading and being read to</li> <li>o Use adverbs to describe</li> <li>o Describe and correctly use words and phrases acquired from the text to supply meaning to a story</li> </ul>	<ul style="list-style-type: none"> <li>o Correctly use words acquired from the text</li> <li>o Use words acquired through reading, being read to, and responding to texts</li> </ul>	<ul style="list-style-type: none"> <li>o Correctly use words from the text</li> <li>o Use words acquired through reading and responding to texts</li> <li>o Use words acquired through reading and being read to</li> </ul>	<ul style="list-style-type: none"> <li>o Correctly use words from the text</li> <li>o Use words acquired through reading and being read to, and responding to texts</li> </ul>
<b>Speaking and Listening Standards</b>				
<p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>EL.2-3.S6.I-1 participate in extended conversations and discussions about a variety of topics and texts.</p> <p>2.SL.1a 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).</p> <p>EL.2-3.S6.I-3 express own ideas clearly using the rules for discussion.</p> <p>EL.2-3.S6.I-4 pose and respond to relevant questions about a variety of topics and texts.</p>	<ul style="list-style-type: none"> <li>o Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care)</li> <li>o Participate in collaborative conversations with diverse partners</li> </ul>	<ul style="list-style-type: none"> <li>o Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care)</li> <li>o Participate in collaborative conversations with diverse partners or in a small group</li> <li>o Listen to others with care and speak one-at-a-time.</li> <li>o Speak one-at-a-time about the topic under discussion</li> </ul>	<ul style="list-style-type: none"> <li>o Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care)</li> <li>o Participate in collaborative conversations with diverse partners or in a small group</li> </ul>	<ul style="list-style-type: none"> <li>o Follow agreed-upon rules for discussions. (e.g., gaining the floor in respectful ways, listening to others with care)</li> <li>o Participate in collaborative conversations with diverse partners or in a small group</li> <li>o Speak one-at-a-time about the topic under discussion</li> </ul>

<p>EL.2-3.S6.I-5 build on the ideas of others.</p> <p>EL.2-3.S9.I-2 apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade- appropriate linking words and temporal words when writing and speaking.</p>				
<p>2.SL.1b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>EL.2-3.S6.I-5 build on the ideas of others.</p>	<ul style="list-style-type: none"> <li>o Respond to comments made by others in a conversation</li> <li>o Build on others' comments in conversations</li> </ul>	<ul style="list-style-type: none"> <li>o Respond to comments made by others in a conversation</li> <li>o Build on others' comments in conversations</li> </ul>	<ul style="list-style-type: none"> <li>o Build on others' comments in conversations by linking their comments to remarks of others</li> </ul>	<ul style="list-style-type: none"> <li>o Build on others' comments in conversations by linking their comments to remarks of others</li> </ul>
<p>2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>EL.2-3.S6.I-1 participate in extended conversations and discussions about a variety of topics and texts.</p>		<ul style="list-style-type: none"> <li>o Ask for clarification and further explanation as needed about the text under discussion</li> </ul>	<ul style="list-style-type: none"> <li>o Ask for clarification and further explanations as needed about the text under discussion</li> </ul>	<ul style="list-style-type: none"> <li>o Ask for clarification and further explanations as needed</li> </ul>
<p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>EL.2-3.S1.I recount a variety of texts using key details.</p>	<ul style="list-style-type: none"> <li>o Describe key details</li> <li>o Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</li> </ul>	<ul style="list-style-type: none"> <li>o Describe key ideas from information presented through other media</li> <li>o Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</li> </ul>	<ul style="list-style-type: none"> <li>o Describe key ideas or details</li> <li>o Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</li> </ul>	<ul style="list-style-type: none"> <li>o Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</li> </ul>
<p>2.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.</p> <p>EL.2-3.S8.I-2 ask and answer yes-no, either-or, and wh-questions in order to clarify what an author or speaker says.</p> <p>EL.2-3.S9.I-2 apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade- appropriate linking words and temporal words.</p>	<ul style="list-style-type: none"> <li>o 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</li> </ul>	<ul style="list-style-type: none"> <li>o Ask and answer questions about what a speaker says to gather information</li> </ul>	<ul style="list-style-type: none"> <li>o Answer questions to deepen understanding of a topic</li> </ul>	

<p>2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>EL.2-3.S3.I-1 deliver oral presentations that include details and examples to develop a topic.</p> <p>EL.2-3.S4.I-3 use grade-appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words.</p> <p>EL.2-3.S7-I-2 Respond to a question or problem based on gathered information from multiple (personal experience, digital and print) sources.</p>			<ul style="list-style-type: none"> <li>o Tell a story with descriptive details, speaking audibly in coherent sentences</li> </ul>	<ul style="list-style-type: none"> <li>o Tell a story with descriptive details, speaking audibly in coherent sentences</li> </ul>
<p>2.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.</p>	<ul style="list-style-type: none"> <li>o Create audio recording of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</li> </ul>	<ul style="list-style-type: none"> <li>o Create audio recording of stories; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</li> <li>o Create or provide photos, diagrams, drawings or other visual displays to clarify ideas</li> </ul>	<ul style="list-style-type: none"> <li>o Create audio recording of stories; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</li> <li>o Add drawings or other visual displays to stories when appropriate to clarify ideas, thoughts, and feelings</li> </ul>	<ul style="list-style-type: none"> <li>o Create audio recording of stories; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</li> <li>o Create audio recordings of poems</li> </ul>
<p>2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p> <p>EL.2-3.S5.I-1 shift appropriately between informal “playground speech” and language appropriate to the classroom.</p>	<ul style="list-style-type: none"> <li>o Produce complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>o Produce complete sentences when appropriate to task and situation</li> </ul>	<ul style="list-style-type: none"> <li>o Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</li> </ul>	<ul style="list-style-type: none"> <li>o Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</li> </ul>

Quarter Taught				Essential Standards
1	2	3	4	Reading Literature:
	X	X	X	2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
X	X	X	X	2.RL.3 Describe how characters in a story respond to major events and challenges.
Reading Informational Text:				
X	X	X	X	2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
X	X	X	X	2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
X	X	X	X	2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
Reading Foundations:				
X	X	X	X	2.RF.3 Know and apply grade level phonics and word analysis skills in decoding one syllable or two syllable words
X				2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
X	X	X	X	2.RF.3b Know spelling-sound correspondences for additional common vowel teams.
X	X	X	X	2.RF.3c Identify and apply all six syllable types to decode appropriate grade level texts
		X	X	2.RF.3d Decode words with common prefixes and suffixes.
X	X		X	2.RF.3e Identify words with inconsistent but common spelling-sound correspondences.
X	X	X	X	2.RF.3f Recognize and read grade-appropriate irregularly spelled words.
X	X	X	X	2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
X	X	X	X	2.RF.4a Read on-level text with purpose and understanding.
X	X	X	X	2.RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Writing Foundations:				
X				2.WF.2 Demonstrate and apply sound-letter concepts.
X	X	X		2.WF.2a Write the most common graphemes (letters or letter groups) for each phoneme. For example: 2.WF.2a1. Consonants: /s/=s, ss, ce, ci, cy, /f/=ff, ph, /k/=c, k, ck
		X		2.WF.2a2. Vowels: /o/= o, o_e, oa, ow (long o), /a/= a, a_e, ai, ay, igh (long a)
		X		2.WF.3 Know and apply phonics and word analysis skills when encoding words.
	X	X		2.WF.3a Spell on-level, regular, single-syllable words that include: 2.WF.3a1. Position-based patterns
		X	X	2.WF.3a2. Complex consonant blends (e.g., scr, str, squ).
X	X			2.WF.3a3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).
X	X			2.WF.3a4 Vowel r-combinations (e.g., turn, star, third, four, for).
Writing:				
X	X	X		2.W.2 Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Quarter Taught				Supporting Standards
1	2	3	4	Reading Literature:
X	X	X	X	2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
X	X	X	X	2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
X	X	X	X	2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
X	X	X	X	2.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.
X	X	X	X	2.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.
		X	X	2.RL.9 Compare and contrast the characters and settings from two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

X	X	X	X	2.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2.
Reading Informational Text:				
	X	X	X	2.RI.3 With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
X	X	X	X	2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
X	X	X	X	2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe
X	X	X	X	2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
	X	X	X	2.RI.8 Describe how reasons support specific points the author makes in a text.
X	X	X	X	2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.
X	X	X	X	2.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2.
Reading Foundations:				
X	X	X	X	2.RF.4c Use context to confirm and self-correct word recognition and understanding, rereading as necessary.
Writing Foundations:				
X	X	X	X	2.WF.1 Demonstrate and apply handwriting skills. 2.WF.1a. Write legibly in manuscript using correct letter formation.
X	X	X	X	2.WF.1b Transcribe ideas in manuscript with automaticity and proper spacing.
	X			2.WF.3a5. Contractions (e.g., we'll, I'm, they've, don't).
X	X			2.WF.3a6. Homophones (e.g., bear, bare; past, passed).
	X			2.WF.3a7. Plurals and possessives (e.g., its, it's).
X	X	X		2.WF.3b With prompting and support, spell two- and three-syllable words that: 2.WF.3b1. Combine closed, open, vowel teams, vowel-r, and CVe (consonant-vowel-silent e) syllables (e.g., complete, robot, violet, understand).
	X	X		2.WF.3b2. Include familiar compound words (e.g., houseboat, yellowtail).
		X	X	2.WF.3b3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).
X				2.WF.3c. With prompting and support, spell words with suffixes that require: 2.WF.3c1. Consonant doubling (e.g., running, slipped).
X			X	2.WF.3c2. Dropping silent e (e.g., smiled, paving).
	X			2.WF.3c3. Changing y to i (e.g., cried, babies).
X	X	X	X	2.WF.3d. Spell grade-level appropriate words in English, as found in a research-based list including: 2.WF.3d1. Irregular words (e.g., against, many, enough, does). 2.WF.3d2. Pattern-based words (e.g., which, kind, have).
Writing:				
	X	X	X	2.W.1 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.
X	X	X	X	2.W.3 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.
X	X	X	X	2.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
X	X	X	X	2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
X	X	X	X	2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
	X	X	X	2.W.7 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).
	X	X		2.W.8 Recall information from experiences or gather information from provided sources to answer a question
Language:				
X	X	X	X	2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
X		X		2.L.1a Use collective nouns (e.g., group).
X				2.L.1b Form and use frequently occurring irregular plural nouns (e.g. feet, children, teeth, mice, fish).
X		X		2.L.1c Use reflexive pronouns (e.g., myself, ourselves).
X		X		2.L.1d Form and use the past, present, and future tenses of frequently occurring irregular verbs (e.g., sat, hid, told).
X	X	X		2.L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
X	X	X	X	2.L.1f Use interjections (eg., Yes! That is mine!)
X	X	X	X	2.L.1g Produce, expand, and rearrange complete simple and compound sentences



X	X	X	X	2.L.1h identify and use declarative, interrogative, imperative and exclamatory sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).
X	X	X	X	2.L.1i With assistance, link sentences into a simple cohesive paragraph that contains a main idea, supporting details, and a conclusion.
X	X			2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2.L.2a Capitalize holidays, products names, and geographic names.
	X	X	X	2.L.2b Use commas in greetings and closings of letters.
	X	X		2.L.2c Use an apostrophe to form contractions and frequently occurring possessives.
			X	2.L.2d Generalize learned spelling patterns when writing words (e.g. cage, badge; boy, boil).
X	X	X	X	2.L.2e Consult reference materials, including beginning dictionaries as needed to check and correct spelling.
	X	X	X	2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 2.L.3a Compare formal and informal uses of English
X	X	X	X	2.L.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.
X	X	X	X	2.L.4a Determine the meaning of a new word formed when a known prefix is added to a known word (e.g., happy/unhappy; tell/retell).
		X	X	2.L.4b Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
	X	X	X	2.L.4c Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
X	X	X	X	2.L.4d Use sentence-level context as a clue to the meaning of a word or phrase.
X	X	X	X	2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
			X	2.L.5 Demonstrate understanding of word relationships and nuances in word meanings. 2.L.5a Identify real-life connections between words and their use (e.g. describe foods that are spicy or juicy).
X	X	X	X	2.L.5b Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives (e.g. thin, slender, skinny, scrawny).
X	X	X	X	2.L.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).
Speaking and Listening:				
X	X	X	X	2.SL1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups. 2.SL.1a 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).
X	X	X	X	2.SL.1b Build on others' talk in conversations by linking their comments to the remarks of others.
	X	X	X	2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
X	X	X	X	2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
X	X	X		2.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.
		X	X	2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
X	X	X	X	2.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.
X	X	X	X	2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Glendale Elementary School District



# 23-24 MATH PACING GUIDE

# 2nd Grade

By the end of second grade, students will be able to...

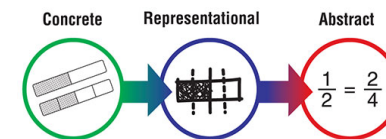
- **Extend place value understanding of whole number relationships and place value, including grouping in hundreds, tens and ones.**
  - Students extend their understanding of place value using the base-ten system. This includes ideas of counting by ones, fives, tens, and hundreds as well as understanding number relationships involving these units, including comparing. Students understand multi-digit numbers through 1000 written in base-ten notation recognizing that the digits in each place represent amounts of hundreds, tens, or ones.
- **Develop competency of strategies for addition and subtraction.**
  - Students use their understanding of addition to develop fluency with addition and subtraction within 20. They demonstrate understanding of addition and subtraction within 1000 with the use of models. They develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers using base-ten notation, 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.
- **Develop understanding of standard units of measure.**
  - Students develop understanding for standard units of measure (centimeter and inch), and they use rulers and other measurement tools with the understanding that linear measurement involves an iteration (repetition) of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.
- **Fluently add and subtract within 20 by the end of 2<sup>nd</sup> grade, know from memory all sums of two one-digit numbers.**
- **Fluently add and subtract within 100.**



The GESD Pacing Guides were created by a panel of Teachers and Achievement Advisors with the additional input and guidance from Principals and Assistant Principals. The GESD Pacing Guides are revised yearly through feedback and committee work. Thank you for all input and support.

## Scope and Sequence Quick Links

- [Table 1: Common Addition and Subtraction Problem Types/Situations.1](#)
- [Comprehensive Mathematics Block \(90 minutes\)](#)



## Collaborative Team Planning Support Links

Curriculum/Standard Resources	Assessment Resources	Teacher Knowledge	Additional Supports
Reveal Math Online (Login on HelloID SS Page)	ESGI Rolling Assessment Blueprint	<a href="#">Pocket PD: By GESD for GESD</a>	<a href="#">Virtual Manipulatives</a>
<a href="#">Math Flip Book</a>	<a href="#">ESGI Tutorials &amp; Supports</a>	<a href="#">Learning Cycle PDF</a>	<a href="#">Virtual/Technology Tools</a>
Van De Walle Supports	<a href="#">QFA Blueprint</a>	<a href="#">Number Talks</a>	<a href="#">Curriculum and Instruction Support Website</a>
Arizona Department of Education <a href="#">Math Website</a>	<a href="#">Galileo Supports</a> Log into Galileo and click on GESD Support Materials	<a href="#">Mathematical Practices:</a> Explained by Grade Level	

**Arizona Mathematics Standards (adopted December 2016)****What the Arizona Mathematics Standards Are**

The Arizona Mathematics Standards define the knowledge, understanding, and skills that need to be taught and learned so all students are ready to succeed in credit-bearing, college-entry courses and/or in the workplace. The Arizona Mathematics Standards are the foundation to guide the construction and evaluation of mathematics programs in Arizona K-12 schools and the broader Arizona community.

- Focused in coherent progressions across grades K-12
- Aligned with college and workforce expectations
- Inclusive of rigorous content and applications of knowledge through higher-order thinking
- Research- and evidence-based

**Understanding in Mathematics**

When a student understands a mathematical concept, they move fluidly between the concrete and abstract. There is evidence they are able to make sense of and justify mathematical connections. Evidence of understanding includes connections among:

- Verbal or written reasoning
- Pictorial representations
- Real-world application
- Procedures/Computation

**Critical Areas**

***In second grade, instructional time should focus on three critical areas:***

1. Extend place value understanding of whole number relationships and place value, including grouping in hundreds, tens and ones.
2. Build fluency of addition, subtraction, and strategies for addition and subtraction.
3. Develop understanding of standard units of measure.

*The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle, and high school years.*

## Comprehensive Mathematics Block (90 minutes)

Students are developing fluency in representation, connections, reasoning & proof, problem solving, and communication of mathematics. Math Attitude is developed and reinforced in every lesson, ensuring that students make sense of mathematics and persevere.				
<b>FLUENCY (15 minutes)</b> <i>Purpose: Students increase flexibility, efficiency, and accuracy in computation and procedures. Conceptual understanding and strategies are the foundations on which fluency is built.</i>		<b>Teacher Actions</b>	<b>Student Actions</b>	<b>Resources Utilized</b>
		<ul style="list-style-type: none"><li>● Model mental math strategies</li><li>● Think aloud math strategies</li><li>● Question using a variety of DOK levels</li><li>● Explicitly teach appropriate mathematical strategies and formulas</li><li>● Provide feedback on progress</li></ul>	<ul style="list-style-type: none"><li>● Utilize mental math strategies</li><li>● Write out strategies to show procedural knowledge</li><li>● Answer a variety of DOK 1-4 questions</li><li>● Share mathematical strategies and thinking</li><li>● Use feedback to set goals for improvement</li></ul>	<ul style="list-style-type: none"><li>● Number Talks</li><li>● Reveal Math</li><li>● Socratic Seminar</li><li>● Turnaround Problem (answer given, students come up with question)</li></ul>
<b>WHOLE GROUP INSTRUCTION (25 minutes)</b>	<b>Conceptual Understanding</b> <i>Purpose: Students develop mathematical understanding (Instructional Continuum).</i>	<ul style="list-style-type: none"><li>● Explicitly teach academic vocabulary</li><li>● Explicitly model the thinking and strategy used</li><li>● Guide students through practicing the use of the strategy and offer specific feedback</li><li>● Guide students through independent practice with appropriate tools</li><li>● Ask a variety of DOK 1-4 questions throughout instruction</li><li>● Intentional spiral review implementing previous skills learned</li></ul>	<ul style="list-style-type: none"><li>● Use strategies to learn the academic vocabulary and use it in discussions</li><li>● Utilize the appropriate strategy to solve the problem</li><li>● Use feedback to redirect actions as needed</li><li>● Practice the strategies and skills using the appropriate tools</li><li>● Answer a variety of DOK 1-4 questions</li><li>● Utilize strategies to check for reasonableness of solution (i.e. UPS-Check)</li></ul>	<ul style="list-style-type: none"><li>● Reveal Math</li><li>● Mathematical Practice standards (as appropriate for lesson)</li></ul>
	<b>Problem Solving</b> <i>Purpose: Students utilize mathematical knowledge to solve real-life problems and investigate mathematics.</i>	<ul style="list-style-type: none"><li>● Pose problem/situation</li><li>● Scaffold independent practice with think-alouds</li><li>● Label strategies used</li><li>● Intentional spiral review implementing previous skills learned</li></ul>	<ul style="list-style-type: none"><li>● Read and understand the problem/situation</li><li>● Utilize knowledge of appropriate strategies and skills to determine next steps</li><li>● Label strategies used</li><li>● Utilize strategies to check for reasonableness of solution (i.e. UPS-Check)</li></ul>	<ul style="list-style-type: none"><li>● Reveal Math</li><li>● Van de Walle</li></ul>
<b>SMALL GROUP INSTRUCTION (40 minutes)</b> <i>Purpose: Students practice mathematical skills, concepts and/or strategies with strategic support or with enrichment.</i>		<ul style="list-style-type: none"><li>● Identify skill gaps of students using ongoing assessments</li><li>● Prompt and reinforce mathematical behaviors</li><li>● Model math strategies and the flexibility to choose between strategies</li><li>● Create groups by Skill, Concept, or Strategy</li></ul>	<ul style="list-style-type: none"><li>● Practice foundational math skills</li><li>● Monitor comprehension and select strategies to increase understanding</li><li>● Extend grade level understanding and link to upcoming standards</li></ul>	<ul style="list-style-type: none"><li>● Reveal Math supplements</li><li>● Kathy Richardson</li><li>● Van de Walle</li><li>● Do the Math</li><li>● Do the Math Now</li></ul>
<b>COGNITIVE CLOSURE (10 minutes)</b> <i>Purpose: Students cognitively process learning in order to focus on what was learned, whether it made sense, and if it had meaning.</i>		<ul style="list-style-type: none"><li>● Summarize and synthesize the learning process and skills obtained</li><li>● Connect the concepts, skills, or strategies to a real world application</li><li>● Connect the concepts, skills, or strategies to other learning through transfer</li><li>● Give an End-of-Lesson Assessment (i.e. Exit Ticket, Journal-Writing, etc.)</li></ul>	<ul style="list-style-type: none"><li>● Summarize and synthesize the learning process and skills obtained</li><li>● Reflect on the learning process and connect the learning to a real world application</li><li>● Complete an End-of-Lesson Assessment</li></ul>	<ul style="list-style-type: none"><li>● Exit tickets</li><li>● Math Journals</li><li>● Common Formative Assessments</li></ul>

## Year-Long Standards Overview

Mathematical Practices – To be embedded into every lesson			
1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.			<b>Key:</b> <div> <div>➡ Grade-Level Guaranteed Standards</div> <div>Essential Standards</div> <div>Supporting Standards</div> </div>
Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Unit 1: Math is...</u>  <u>Unit 2: Place Value to 1,000</u> ➡ 2.NBT.A.1 2.NBT.A.3 ➡ 2.NBT.A.4  <u>Unit 3: Patterns within Numbers</u> 2.OA.C.3 2.OA.C.4 ➡ 2.NBT.A.2  <u>Unit 4: Meanings of Addition &amp; Subtraction</u> ➡ 2.OA.A.1	<u>Unit 5: Strategies to Fluently Add within 100</u> ➡ 2.OA.B.2 ➡ 2.NBT.B.5 2.NBT.B.6 Embed: ➡ 2.OA.A.1, 2.MD.B.6  <u>Unit 6: Strategies to Fluently Subtract within 100</u> ➡ 2.NBT.B.5 ➡ 2.OA.B.2 Embed: ➡ 2.OA.A.1, 2.MD.B.6	<u>Unit 7: Measure &amp; Compare Lengths</u> ➡ 2.MD.A.1 2.MD.A.2 2.MD.A.3 2.MD.A.4 2.MD.B.5 Embed: 2.MD.B.6  <u>Unit 8: Measurement: Money &amp; Time</u> 2.MD.C.7 2.MD.C.8  <u>Unit 9: Strategies to Add 3-Digit Numbers</u> ➡ 2.NBT.B.7 Embed: 2.NBT.B.8, 2.NBT.B.9	<u>Unit 10: Strategies to Subtract 3-Digit Numbers</u> ➡ 2.NBT.B.7 Embed: 2.NBT.B.8, 2.NBT.B.9  <u>Unit 11: Data Analysis</u> 2.MD.D.10 Embed: 2.NBT.B.9  <u>Unit 12: Geometric Shapes &amp; Equal Shares</u> 2.G.A.1 2.G.A.2 2.G.A.3 Embed: 2.OA.C.4
<u>Spiral Review:</u> 1.OA.A.1 ➡ 1.NBT.C.4	<u>Spiral Review:</u> ➡ 2.OA.A.1 ➡ 2.NBT.A.1	<u>Spiral Review:</u> ➡ 2.OA.B.2 ➡ 2.NBT.B.5 ➡ 2.NBT.A.1	<u>Spiral Review:</u> ➡ 2.NBT.B.7 2.OA.C.4

**Quarter 1 Unit 1: Math is...**

What does it mean to do math?

Choose activities to support your mathematicians to create goals and a growth mindset for the school year.

**Quarter 1 Unit 2: Place Value to 1000**

How can I use place value to understand and compare numbers to 1,000?

**Arizona Standards and Suggested Learning Targets****2.NBT.A.1**

Understand that the three digits of a three-digit number represent groups of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones and also equals 70 tens and 6 ones). Understand the following as special cases:

- a. 100 can be thought of as a group of ten tens – called a “hundred.”
- b. 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).

**2.NBT.A.3**

Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

**2.NBT.A.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.

- ★ Explain the value of each digit in a two-digit number
- ★ Identify a bundle of 10 ones as a “ten ”
- ★ Represent a two-digit number with tens and ones
- ★ Explain the value of each digit in a three-digit number
- ★ Represent a three-digit number with hundreds, tens, and ones
- ★ Represent 100, 200, 300, 400, 500, 600, 700, 800, 900 with one, two, three, four, five, six, seven, eight, or nine hundreds and 0 tens and 0 ones

- ★ Define expanded form
- ★ Explain how the digits in each place represent amounts of thousands, hundreds, tens, or ones
- ★ Read numbers to 1000 using base ten numerals
- ★ Read numbers to 1000 using number names
- ★ Read numbers to 1000 using expanded form
- ★ Write numbers to 1000 using base ten numerals
- ★ Write numbers to 1000 using number names
- ★ Write numbers to 1000 using expanded form

- ★ Identify the value of each digit represented in a two-digit number
- ★ Compare two three-digit numbers based on place value of each digit
- ★ Use  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons

**Q1 Spiral Review:** 1.OA.A.1 Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem). ★ ➡ 1.NBT.C.4 Demonstrate understanding of addition within 100, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.

**GESD PROVIDED RESOURCES:** Reveal Math 2-1 2-2 2-3 2-4 2-5 ★ Flipbook: Pg. 13, 16,17 ★ Supplement with *Teaching Student-Centered Mathematics* Van de Walle Pgs. 217-218

**MANIPULATIVES:** base-ten blocks, 3-Digit Numbers Teaching Resource, notecards, Number Cards 0-10 Teaching Resource

**Quarter 1 Unit 3: Patterns within Numbers**  
How can I use patterns to count and add numbers?

**Arizona Standards and Suggested Learning Targets**

<p><b>2.OA.C.3</b> Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2's</p>	<p><b>2.OA.C.4</b> 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.</p>	<p><b>2.NBT.A.2</b> Count within 1000 <i>within 100</i>; skip-count by 5s, 10s, and 100s.</p>
<ul style="list-style-type: none"> <li>★ Explain that in groups of even numbers objects will pair up evenly</li> <li>★ Recognize that in groups of odd numbers objects will not pair up evenly</li> <li>★ Determine whether a group of objects is odd or even, using a variety of strategies</li> <li>★ Generalize the fact that all even numbers can be formed from the addition of 2 equal addends</li> <li>★ Count a group of objects up to 20 by 2s</li> </ul>	<ul style="list-style-type: none"> <li>★ Generalize the fact that arrays can be written as repeated addition problems</li> <li>★ Solve repeated addition problems to find the number of objects using rectangular arrays</li> <li>★ Write an equation with repeated equal addends from an array</li> </ul>	<ul style="list-style-type: none"> <li>★ Count within 1000</li> <li>★ Skip-count by 5s to 1000</li> <li>★ Skip-count by 10s to 1000</li> <li>★ Skip count 100s to 1000 forwards and backwards; from different starting points</li> </ul>
<p><b>Q1 Spiral Review:</b> 1.OA.A.1 Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem). ★ ➡ 1.NBT.C.4 Demonstrate understanding of addition within 100, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.</p>		
<p><b>GESD PROVIDED RESOURCES:</b> Reveal Math 3-1 3-2 3-3 3-4 3-5 3-6 3-7 ★ Flipbook: Pg. 9, 11, 15 ★ Supplement with <i>Teaching Student-Centered Mathematics</i> Van de Walle Pgs. 166, 299; 9.7, 13.20, Pgs. 169, 227; 9.8, 11.13</p>		
<p><b>MANIPULATIVES:</b> Number Cards 0-10 Teaching Resource, Number Chart 201-300 Teaching Resource, Number Chart 401-500 Teaching Resource, Number Chart 1-100 Teaching Resource, number cubes, connecting cubes, counters, paper clips</p>		



**Quarter 1 Unit 4: Meanings of Addition & Subtraction**

How can I represent and solve addition and subtraction word problems?

**Arizona Standards and Suggested Learning Targets****➡2.OA.A.1**Use addition and subtraction *within 100* to solve one- and two-step word problems. Represent a word problem as an equation with a symbol for the unknown. See [Table 1](#).

- ★ Identify the unknown in an addition or subtraction word problem within 100
- ★ Determine the appropriate operations needed to solve addition and subtraction problems in situations including add to, take from, put together, take apart, and compare
- ★ Use drawings or equations to represent one-step word problems
- ★ Add and subtract within 100 to solve one-step and two-step word problems with unknowns in any positions
- ★ Write an addition and subtraction equation with a symbol for the unknown

**Q1 Spiral Review:** 1.OA.A.1 Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem). ★ ➡1.NBT.C.4 Demonstrate understanding of addition within 100, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.

**GESD PROVIDED RESOURCES:** Reveal Math 4-1 4-2 4-3 4-4 4-5 4-6 4-7 4-8 4-9 4-10 ★ Flipbook: Pg. 4 ★ Supplement with Teaching Student-Centered Mathematics Van de Walle Pgs. 156-159 9.1, 9.3, 9.4 Developing Number Concepts Book 2 Kathy Richardson Acting Out Stories Pgs. 19-25

**MANIPULATIVES:** number cubes 0-5 and 5-10, *Part-Part-Whole Mat* Teaching Resource, *Word Problem Cards* Teaching Resource, *Bar Diagram* Teaching Resource, base-ten blocks, connecting cubes

### Quarter 2 Unit 5: Strategies to Fluently Add within 100

What strategies can I use to add 2-digit numbers?

#### Arizona Standards and Suggested Learning Targets

<b>➡2.OA.B.2</b> <b>Fluently add and subtract within 20</b>	<b>➡2.NBT.B.5</b> <b>Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</b>	<b>2.NBT.B.6</b> Add up to three two-digit numbers using strategies based on place value and properties of operations.
<ul style="list-style-type: none"> <li>★ Use mental strategies for addition and subtraction</li> <li>★ Recite from memory all sums of two one-digit numbers</li> <li>★ Apply mental strategies to add and subtract fluently within 20</li> <li>★ Fluently add and subtract within 20</li> </ul>	<ul style="list-style-type: none"> <li>★ Use strategies for adding and subtracting based on place value</li> <li>★ Use strategies for adding and subtracting based on properties of operations</li> <li>★ Use strategies for adding and subtracting based on the relationship between addition and subtraction</li> <li>★ Choose a strategy (place value, properties of operations, and/or the relationship between addition and subtraction) to fluently add and subtract within 100</li> <li>★ Fluently add and subtract within 100</li> </ul>	<ul style="list-style-type: none"> <li>★ Use strategies for adding two-digit numbers based on place value and properties of operations</li> <li>★ Use strategies to add up to three two-digit numbers</li> </ul>

**Embedded Standards:** ➡ **2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems. Represent a word problem as an equation with a symbol for the unknown.**

- ★ 2.MD.B.6 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.

**Q2 Spiral Review** ➡ **2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems. Represent a word problem as an equation with a symbol for the unknown.** ★

➡ **2.NBT.A.1 Understand that the three digits of a three-digit number represent groups of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones and also equals 70 tens and 6 ones). Understand the following as special cases:**

- a. 100 can be thought of as a group of ten tens – called a “hundred.”
- b. 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).

**GESD PROVIDED RESOURCES:** Reveal Math 5-1 5-2 5-3 5-4 5-5 5-6 5-7 5-8 5-9 5-10 ★ Flipbook: Pg. 7, 18, 20 ★ Supplement with Developing Number Concepts Kathy Richardson Number Combinations to 20 Pgs. 151-166; Teaching Student-Centered Mathematics Van de Walle Pgs. 231-232; 11.20, 11.21, 11.23

**MANIPULATIVES:** Number Line 0-20 Teaching Resource, counters, Number Cards 0-10 Teaching Resource, base-ten blocks, Place-Value Chart Teaching Resource, index cards, Number Lines and Bars (Addition) Teaching Resource, Blank Open Number Lines Teaching Resource, number cubes, paper

**Quarter 2 Unit 6: Strategies to Fluently Subtract within 100**

What strategies can I use to subtract 2-digit numbers?

**Arizona Standards and Suggested Learning Targets****⇒2.NBT.B.5**

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

- ★ Use strategies for adding and subtracting based on place value
- ★ Use strategies for adding and subtracting based on properties of operations
- ★ Use strategies for adding and subtracting based on the relationship between addition and subtraction
- ★ Choose a strategy (place value, properties of operations, and/or the relationship between addition and subtraction) to fluently add and subtract within 100
- ★ Fluently add and subtract within 100

**⇒2.OA.B.2**

Fluently add and subtract within 20.

- ★ Use mental strategies for addition and subtraction
- ★ Recite from memory all sums of two one-digit numbers
- ★ Apply mental strategies to add and subtract fluently within 20
- ★ Fluently add and subtract within 20

**Embedded Standards:** ⇒ **2.OA.A.1** Use addition and subtraction *within 100* to solve one- and two-step word problems. Represent a word problem as an equation with a symbol for the unknown. ★  
 2.MD.B.6 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.

**Q2 Spiral Review** ⇒ **2.OA.A.1** Use addition and subtraction *within 100* to solve one- and two-step word problems. Represent a word problem as an equation with a symbol for the unknown. ★  
 ⇒ **2.NBT.A.1** Understand that the three digits of a three-digit number represent groups of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones and also equals 70 tens and 6 ones). Understand the following as special cases:  
 c. 100 can be thought of as a group of ten tens – called a “hundred.”  
 d. 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).

**GESD PROVIDED RESOURCES:** Reveal Math 6-1 6-2 6-3 6-4 6-5 6-6 6-7 6-8 6-9 6-10 ★ Flipbook: Pg. 7, 18 ★ Supplement with *Teaching Student-Centered Mathematics* Van de Walle Pgs. 231-232; 11.20, 11.21, 11.23; *The Problem Solver* Work Backwards T-89; *Developing Number Concepts* Kathy Richardson Number Combinations to 20 Pgs. 151-166

**MANIPULATIVES:** Number Cards 0-10, number cubes, Number Line 0-20, Number Bond, Number Cards 11-19, number cubes, Ten-Frames, base-ten blocks, Blank Open Number Lines, Number Chart 1-100, Number Line and Bars (Subtraction), Decomposition Boxes and Arrows, paper and pencil, index cards, number cubes, Part-Part-Whole Mat, Number Cards 20-100

### Quarter 3 Unit 7: Measure & Compare Lengths

How can I estimate and measure length in standard units?

#### Arizona Standards and Suggested Learning Targets

<p>➡ <b>2.MD.A.1</b> Measure the length of an object by selecting and using appropriate tools (e.g., ruler, meter stick, yardstick, measuring tape).</p>	<p><b>2.MD.A.2</b> Measure the length of an object twice, using different standard length units for the two measurements; describe how the two measurements relate to the size of the unit chosen. Understand that depending on the size of the unit, the number of units for the same length varies.</p>	<p><b>2.MD.A.3</b> Estimate lengths using units of inches, feet, centimeters, and meters.</p>	<p><b>2.MD.A.4</b> Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>	<p><b>2.MD.B.5</b> Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same unit.</p>
<ul style="list-style-type: none"> <li>★ Identify tools that can be used to measure length</li> <li>★ Identify the unit of length for the tool used (inches, centimeters, feet, meters)</li> <li>★ Determine which tool is most appropriate to use to measure the length of an object</li> <li>★ Measure the length of objects, using appropriate tools</li> </ul>	<ul style="list-style-type: none"> <li>★ Measure the length of objects with different units</li> <li>★ Compare measurements of an object taken with two different units</li> <li>★ Describe why the measurements of an object taken with two different units are different</li> <li>★ Explain the length of an object in relation to the size of the units used to measure it</li> </ul>	<ul style="list-style-type: none"> <li>★ Use strategies for estimating length</li> <li>★ Identify the size of inches, feet, centimeters, and meters</li> <li>★ Determine if an estimate is reasonable</li> <li>★ Estimate lengths in units of inches, feet, centimeters, and meters</li> </ul>	<ul style="list-style-type: none"> <li>★ Name standard length units</li> <li>★ Compare lengths of two objects</li> <li>★ Determine how much longer one object is than another in standard length units</li> </ul>	<ul style="list-style-type: none"> <li>★ Add and subtract lengths within 100</li> <li>★ Solve word problems involving lengths that are given in the same units</li> <li>★ Solve word problems involving length that have equations with a symbol for the unknown number</li> </ul>

**Embedded Standards:** 2.MD.B.6 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.

**Q3 Spiral Review:** ➡ **2.OA.B.2** Fluently add and subtract within 20. ★ ➡ **2.NBT.B.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**GESD PROVIDED RESOURCES:** Reveal Math 7-1 7-2 7-3 7-4 7-5 7-6 7-7 7-8 7-9 7-10 7-11 ★ Flipbook: Pg. 28, 29, 30, 31 ★ Supplement with Teaching Student-Centered Mathematics Van de Walle Pg. 342 15.7, 15.8; Teaching Student-Centered Mathematics Van de Walle Pgs. 142, 264 8.34, 8.35, 12.10

**MANIPULATIVES:** Inch Ruler Teaching Resource, Number Cards 0-10 Teaching Resource, Yard Measuring Tape Teaching Resource, connecting cubes, Centimeter Ruler Teaching Resource, Meter Measuring Tape Teaching Resource, Number Chart 1-100 Teaching Resource, Blank Number Lines 2 Teaching Resource

**Quarter 3 Unit 8: Measurement: Money & Time**

How can I measure with money and time?

**Arizona Standards and Suggested Learning Targets****2.MD.C.7**

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

- ★ Look for and make use of structure
- ★ Determine what time is represented by the combination of the number on the clock face and the position of the hands
- ★ Tell time using analog clocks to the nearest 5 minutes
- ★ Tell time using digital clocks to the nearest 5 minutes
- ★ Write time using analog clocks and digital clocks
- ★ Identify the hour and minute hand on an analog clock
- ★ Identify and label when a.m. and p.m. occur

**2.MD.C.8**

Solve word problems involving collections of money, including dollar bills, quarters, dimes, nickels, and pennies. Record the total using \$ and ¢ appropriately.

- ★ Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies
- ★ Use \$ and ¢ symbols appropriately

**Q3 Spiral Review:** ➡ **2.OA.B.2 Fluently add and subtract within 20.** ★ ➡ **2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.**

**GESD PROVIDED RESOURCES:** Reveal Math 8-1 8-2 8-3 8-4 8-5 ★ Flipbook: Pg. 35, 37

**MANIPULATIVES:** *Coin Value Cards* Teaching Resource, counters, pennies, nickels, dimes, and quarters, *Number Chart 1-100* Teaching Resource, paper bag, index cards, *Clock* Teaching Resource, student clocks, *Time Cards* Teaching Resource, *Timeline* Teaching Resource

**Quarter 3 Unit 9: Strategies to Add 3-Digit Numbers**

What strategies can I use to add 3-digit numbers?

**Arizona Standards and Suggested Learning Targets****➡2.NBT.B.7**

**Demonstrate understanding of addition and subtraction within 1000, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to written form. See [Table 1](#).**

- ★ Describe place value within 1000
- ★ Decompose any number within 1000 into hundreds, tens, and ones
- ★ Choose an appropriate strategy for solving an addition or subtraction problem within 1000
- ★ Relate the chosen strategy (using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction) to a written method (equation) and explain the reasoning used
- ★ Use composition and decomposition of hundreds and tens when necessary to add and subtract within 1000

**Embedded Standard:** 2.NBT.B.8 Mentally add 10 or 100 to a given number between 100 and 900, and mentally subtract 10 or 100 from a given number between 100 and 900.

- ★ 2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations (explanations may be supported by drawings or objects).

**Q3 Spiral Review:** ➡2.OA.B.2 Fluently add and subtract within 20. ★ ➡2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**GESD PROVIDED RESOURCES:** Reveal Math 9-1 9-2 9-3 9-4 9-5 9-6 9-7 ★ Flipbook: Pg. 21 ★ Supplement with Teaching Student-Centered Mathematics Van De Walle Pgs. 233, 260-261; 11.24, 12.8, 12.9

**MANIPULATIVES:** base-ten blocks, *Blank Open Number Lines* Teaching Resource, number cubes, *Hundreds, Tens, and Ones Place-Value Chart* Teaching Resource, *Number Cards 0-10* Teaching Resource, index cards, number cubes 0-5 and 5-10

**Quarter 4 Unit 10: Strategies to Subtract 3-Digit Numbers**

What strategies can I use to subtract 3-digit numbers?

**Arizona Standards and Suggested Learning Targets****➡2.NBT.B.7**

**Demonstrate understanding of addition and subtraction within 1000, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to written form.**

- ★ Describe place value within 1000
- ★ Decompose any number within 1000 into hundreds, tens, and ones
- ★ Choose an appropriate strategy for solving an addition or subtraction problem within 1000
- ★ Relate the chosen strategy (using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction) to a written method (equation) and explain the reasoning used
- ★ Use composition and decomposition of hundreds and tens when necessary to add and subtract within 1000

**Embedded Standards:** 2.NBT.B.8 Mentally add 10 or 100 to a given number between 100 and 900, and mentally subtract 10 or 100 from a given number between 100 and 900.

★ 2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations (explanations may be supported by drawings or objects).

**Q4 Spiral Review:** ➡2.MD.A.1 Measure the length of an object by selecting and using appropriate tools (e.g., ruler, meter stick, yardstick, measuring tape). ★ ➡2.NBT.B.7  
**Demonstrate understanding of addition and subtraction within 1000, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to written form.**

**GESD PROVIDED RESOURCES:** Reveal Math 10-1 10-2 10-3 10-4 10-5 10-6 10-7 10-8 10-9 ★ Flipbook: Pg. 21 ★ *Supplement with Teaching Student-Centered Mathematics Van De Walle Pgs. 233, 260-261; 11.24, 12.8, 12.9*

**MANIPULATIVES:** base-ten blocks, *Blank Open Number Lines* Teaching Resource, *Number Cards 0-10* Teaching Resource, number cubes, *Place Value Chart* Teaching Resource, index cards, number cubes 0-5

**Quarter 4 Unit 11: Data Analysis**

How can picture graphs, bar graphs, and line plots help me interpret data?

**Arizona Standards and Suggested Learning Targets**

<p>2.MD.D.10 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 the graph</p>	<p>2.MD.D.9 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.</p>
<ul style="list-style-type: none"> <li>★ Identify picture graphs and bar graphs</li> <li>★ Identify and label the components of a picture graph and bar graph</li> <li>★ Make comparisons between categories in the graph using more than, less than, etc.</li> <li>★ Solve problems relating to data in graphs by using addition and subtraction</li> <li>★ Draw a single-unit scale picture graph to represent a given set of data with up to four categories</li> <li>★ Draw a single-unit scale bar graph to represent a given set of data with up to four categories</li> </ul>	<ul style="list-style-type: none"> <li>★ Read tools of measurement to the nearest unit</li> <li>★ Represent measurement data on a line plot</li> <li>★ Measure lengths of many objects to nearest whole unit</li> <li>★ Measure lengths of objects by making repeated measurements of the same object</li> <li>★ Create a line plot with a horizontal scale marked in whole numbers using measurements</li> </ul>
<p><b>Q4 Spiral Review:</b> ➡2.MD.A.1 Measure the length of an object by selecting and using appropriate tools (e.g., ruler, meter stick, yardstick, measuring tape). ★ ➡2.NBT.B.7 <b>Demonstrate understanding of addition and subtraction within 1000, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to written form.</b></p>	
<p><b>GESD PROVIDED RESOURCES:</b> Reveal Math 11-1 11-2 11-3 11-4 11-5 11-6 ★ Flipbook: Pg. 38, 40</p>	
<p><b>MANIPULATIVES:</b> <i>Picture Graph</i> Teaching Resource, <i>Bar Graphs</i> Teaching Resource, connecting cubes, brown paper bags, base-ten tens rods, centimeter ruler, inch rulers, measuring tape, <i>Tally Chart</i> Teaching Resource, paper, <i>Line Plot</i> Teaching Resource</p>	



**Quarter 4 Unit 12: Geometric Shapes & Equal Shares**  
How can I name, draw, and partition geometric shapes?

**Arizona Standards and Suggested Learning Targets**

<p><b>2.G.A.1</b> Identify and describe specified attributes of two-dimensional and three-dimensional shapes, according to the number and shape of faces, number of angles, and the number of sides and/or vertices. Draw two-dimensional shapes based on the specified attributes (e.g., triangles, quadrilaterals, pentagons, and hexagons).</p>	<p><b>2.G.A.2</b> Partition a rectangle into rows and columns of same-size rectangles and count to find the total number of rectangles.</p>	<p><b>2.G.A.3</b> Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, fourths, half of, third of, fourth of, and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>
<ul style="list-style-type: none"> <li>★ Identify the attributes of triangles, quadrilaterals, pentagons, hexagons, and cubes (e.g., faces, angles, sides, vertices, etc.)</li> <li>★ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes based on the given attributes</li> <li>★ Describe and analyze shapes by examining their sides and angles, not by measuring</li> <li>★ Compare shapes by their attributes (e.g., faces, angles)</li> <li>★ Draw shapes with specified attributes</li> </ul>	<ul style="list-style-type: none"> <li>★ Define partition</li> <li>★ Identify a row</li> <li>★ Identify a column</li> <li>★ Determine how to partition a rectangle into same-size squares or rectangles</li> <li>★ Count to find the total number of same-size rectangles</li> </ul>	<ul style="list-style-type: none"> <li>★ Identify two, three, and four equal shares of a whole</li> <li>★ Describe equal shares using vocabulary: halves, thirds, fourths, half of, third of, fourth of, etc.</li> <li>★ Describe the whole as two halves, three thirds, or four fourths</li> <li>★ Justify why equal shares of identical wholes need not have the same shape</li> </ul>

**Q4 Spiral Review:** ➡ 2.MD.A.1 Measure the length of an object by selecting and using appropriate tools (e.g., ruler, meter stick, yardstick, measuring tape). ★ ➡ 2.NBT.B.7 Demonstrate understanding of addition and subtraction within 1000, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to written form.








**GESD PROVIDED RESOURCES:** Reveal Math 12-1 12-2 12-3 12-4 12-5 12-6 ★ Flipbook: Pg. 44, 46, 47 ★ Supplement with Teaching Student-Centered Mathematics Van de Walle Pgs. 309, 319, 381; 14.3, 14.7, 16.14

**MANIPULATIVES:** 2-Dimensional Shapes Teaching Resource, geoboards, number cubes, straightedges, geometric solids (cones, cubes, cylinders, rectangular prisms, and spheres), real-life solids, paper circles, rectangles, and squares, scissors, string and tape, spinner labeled 2, 3, 4, 1-inch grid paper, 1-inch square tiles, color tiles

**Table 1: Common Addition and Subtraction Problem Types/Situations.<sup>1</sup>**

	<b>Result Unknown</b>	<b>Change Unknown</b>	<b>Start Unknown</b>
<b>Add to</b>	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? $2 + 3 = ?$	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? $2 + ? = 5$	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? $? + 3 = 5$
<b>Take from</b>	Five apples were on the table. I ate two apples. How many apples are on the table now? $5 - 2 = ?$	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? $5 - ? = 3$	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? $? - 2 = 3$
	<b>Total Unknown</b>	<b>Addend Unknown</b>	<b>Both Addends Unknown<sup>2</sup></b>
<b>Put Together / Take Apart<sup>3</sup></b>	Three red apples and two green apples are on the table. How many apples are on the table? $3 + 2 = ?$	Five apples are on the table. Three are red and the rest are green. How many apples are green? $3 + ? = 5, 5 - 3 = ?$	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? $5 = 0 + 5, 5 = 5 + 0$ $5 = 1 + 4, 5 = 4 + 1$ $5 = 2 + 3, 5 = 3 + 2$
	<b>Difference Unknown</b>	<b>Bigger Unknown</b>	<b>Smaller Unknown</b>
<b>Compare</b>	("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy?  ("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? $2 + ? = 5, 5 - 2 = ?$	(Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have?  (Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? $2 + 3 = ?, 3 + 2 = ?$	(Version with "more"): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have?  (Version with "fewer"): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? $5 - 3 = ?, ? + 3 = 5$

<sup>1</sup>Adapted from Box 2-4 of Mathematics Learning in Early Childhood, National Research Council (2009, pp. 32, 33).<sup>2</sup>These take apart situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean *makes* or *results* in but always does mean *is the same quantity as*.<sup>3</sup>Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation, especially for small numbers less than or equal to 10.

Quarter Taught				Essential Standards (  Grade Level Guaranteed Standards)
1	2	3	4	Operations and Algebraic Thinking (OA):
X	X			 <b>2.OA.A.1</b> – Use addition and subtraction within 100 to solve one- and two-step word problems. Represent a word problem as an equation with a symbol for the unknown.
	X			 <b>2.OA.B.2</b> – Fluently add and subtract within 20. By the end of Grade 2, know from memory all sums of two one-digit numbers.
X				<b>2.OA.C.4</b> – Use addition to find the total number of objects arranged in rectangular arrays (with up to 5 rows and 5 columns). Write an equation to express the total as a sum of equal addends.
				Number and Operations in Base Ten (NBT):
X				 <b>2.NBT.A.1</b> – Understand that the three digits of a three-digit number represent groups of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones and also equals 70 tens and 6 ones). Understand the following as special cases: a. 100 can be thought of as a group of ten tens—called a “hundred.” b. 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).
X				 <b>2.NBT.A.2</b> – Count within 1000; skip count by 5's, 10's and 100's.
	X			 <b>2.NBT.B.5</b> – Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
		X	X	 <b>2.NBT.B.7</b> – Demonstrate understanding of addition and subtraction within 1000, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.
				Geometry (G):
			X	<b>2.G.A.3</b> – Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, fourths, half of, third of, fourth of, and describe the whole as two halves, three thirds, or four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Quarter Taught	Supporting Standards
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1	2	3	4	Operations and Algebraic Thinking (OA):
X				2.OA.C.3 – Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by pairing objects or counting them by 2's).
				Number and Operations in Base Ten (NBT):
X				2.NBT.A.3 – Read and write numbers up to 1000 using base-ten numerals, number names, and expanded form.
X				2.NBT.A.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.
	X			2.NBT.B.6 – Add up to three two-digit numbers using strategies based on place value and properties of operations.
		X	X	2.NBT.B.8 – Mentally add 10 or 100 to a given number between 100 and 900, and mentally subtract 10 or 100 from a given number between 100 and 900.
		X	X	2.NBT.B.9 – Explain why addition and subtraction strategies work, using place value and the properties of operations (explanations may be supported by drawings or objects).
				Measurement and Data (MD):
		X		2.MD.A.1 – Measure the length of an object by selecting and using appropriate tools (e.g., ruler, meter stick, yardstick, measuring tape).
		X		2.MD.A.2 – Measure the length of an object twice, using different standard length units for the two measurements; describe how the two measurements relate to the size of the unit chosen. Understand that depending on the size of the unit, the number of units for the same length varies.
		X		2.MD.A.3 – Estimate lengths using units of inches, feet, centimeters, and meters.
		X		2.MD.A.4 – Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
		X		2.MD.B.5 – Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same unit.
	X	X		2.MD.B.6 – 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.
		X		2.MD.C.7 – Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
		X		2.MD.C.8 – Solve word problems involving collections of money, including dollar bills, quarters, dimes, nickels, and pennies. Record the total using \$ and ¢ appropriately.
			X	2.MD.D.9 – 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.
			X	2.MD.D.10 – 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 the graph.
				Geometry (G):
			X	2.G.A.1 – Identify and describe specified attributes of two-dimensional and three-dimensional shapes, according to the number and shape of faces, number of angles, and the number of sides and/or vertices. Draw two-dimensional shapes based on the specified attributes (e.g., triangles, quadrilaterals, pentagons, and hexagons).
			X	2.G.A.2 – Partition a rectangle into rows and columns of same-size rectangles and count to find the total number of rectangles.

Glendale Elementary School District

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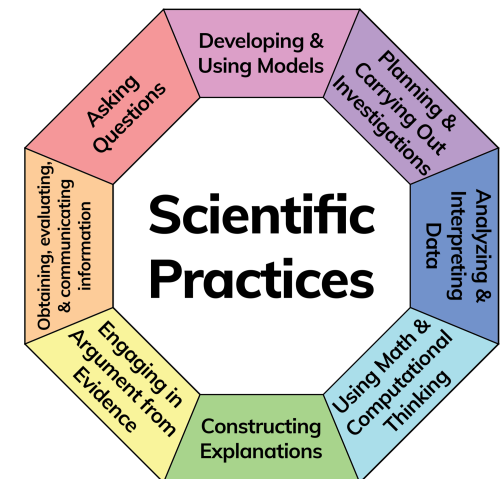
# 2nd Grade



## SCIENCE PACING GUIDE

### ***Focus on Systems and System Models; Energy and Matter***

*By the end of second grade, students understand the basic concept that energy can change the phase of matter and is necessary for life. Students begin to understand energy and matter, the formation of Earth's surface features, water cycles and energy flow, changes in the environment, patterns in the sky, and the conditions necessary for life on Earth. Student investigations focus on collecting and making sense of observational data and simple measurements using the science and engineering practices: ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations and design solutions, engage in argument from evidence, and obtain, evaluate, and communicate information. While individual lessons may include connections to any of the crosscutting concepts, the standards in second grade focus on helping students understand phenomena through systems and system models and energy and matter.*



## Year-at-a-Glance

McGraw Hill correlates the instructional units to the NGSS standards. The Kinder- 2nd grade Arizona Standards are covered through the NGSS standards within the Kinder-2nd grade band. **A crosswalk that articulates when each state standard is covered is linked [here](#).**

When implemented with fidelity, Kinder-2nd grade students will have received the needed curriculum.

The pacing for science content is recommended to be taught within a 4-5 week block and then alternated with Social Studies to ensure that both are taught each quarter. The FlexTrack B pacing (found in each lesson's *Lesson at a Glance*) is recommended to support meeting this timeline.

Key: T - Teacher Edition

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<u><b>Land and Water</b></u> <b>Earth's Landscapes</b> 2.E1U1.4 2.E1U1.5	<u><b>Properties of Materials</b></u> <b>Describe Materials</b> 2.P1U1.1 2.P1U1.2 2.P4U1.3  <b>Change to Materials</b> 2.P1U1.1 2.P1U1.2 2.P4U1.3	<u><b>Earth's Changing Landscape</b></u> <b>Landscape Changes</b> 2.E1U1.4 2.E1U2.6 2.E1U3.7	<u><b>Living Things and Habitats</b></u> <b>Plants in Landscapes</b> 2.L2U1.9 2.L2U1.10  <b>Living Things in Habitats</b> 2.L2U1.9 2.L2U1.10

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<b>Quarter 1: Land and Water</b> <b>Length of Study: 4 weeks</b>		
2.E1U1.4	Observe and investigate how wind and water change the shape of the land resulting in a variety of landforms.	
2.E1U1.5	Develop and use models to represent that water can exist in different states and is found in oceans, glaciers, lakes, rivers, ponds, and the atmosphere.	
<b>Three-Dimensional Learning:</b>	The following SEPs, DCIs, and CCCs build to the Module Performance Expectations ★ <b>SEP</b> Developing and Using Models; Obtaining, Evaluating, and Communicating Information ★ <b>DCI</b> Plate Tectonics and Large-Scale System Interactions; The Roles of Water in Earth's Surface Process ★ <b>CCC</b> Patterns	
<b>Unit 1: Land and Water</b> <b>Big Idea:</b> How can we describe the shape of land and water on Earth?		<b>GESD Resources:</b>
		<b>Module: Earth's Landscape</b> Module Opener - Encounter the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - Local Landscapes (T5), Lesson 2 - Land on Earth (T23), Lesson 3 - Water on Earth (T41), STEM Module Project - Build a Model of Your State (T59), Module Wrap-Up - Revisit the Phenomenon (T65) <a href="#">Materials Inventory</a>

**Quarter 2: Properties of Matter****Length of Study:** 4 weeks

2.P1U1.1	Plan and carry out an investigation to determine that matter has mass, takes up space, and is recognized by its observable properties; use the collected evidence to develop and support an explanation.
2.P1U1.2	Plan and carry out investigations to gather evidence to support an explanation on how heating or cooling can cause a phase change in matter.
2.P4U1.3	Obtain, evaluate and communicate information about ways heat energy can cause change in objects or materials.
<b>Three-Dimensional Learning:</b>	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> <li>★ <b>SEP</b> Analyzing and Interpreting Data; Planning and Carrying Out Investigations</li> <li>★ <b>DCI</b> Optimizing the Design Solution; Structure and Properties of Matter</li> <li>★ <b>CCC</b> Cause and Effect; Pattern</li> </ul> <p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> <li>★ <b>SEP</b> Constructing Explanations and Designing Solutions; Engaging in Argument from Evidence</li> <li>★ <b>DCI</b> Structure and Properties of Matter; Chemical Reactions</li> <li>★ <b>CCC</b> Cause and Effect; Energy and Matter</li> </ul>
<p><b>Unit 2: Properties of Matter</b></p> <p><b>Big Idea:</b> How do the properties of materials determine how people use them?</p> <p><b>Big Idea:</b> What changes can happen to materials?</p>	<b>GESD Resources:</b>
	<p><b>Module 1: Describe Materials</b></p> <p>Module Opener - Encounter the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - Investigate Materials (T5), Lesson 2 - Test and Analyze Materials (T27), STEM Module Project - Design a Cliff House (T49), Module Wrap-Up - Revisit the Phenomenon (T55)</p> <p><a href="#">Materials Inventory</a></p>
	<b>GESD Resources:</b>
	<p><b>Module 2: Changes to Materials</b></p> <p>Module Opener - Encounter the Phenomenon (T57), STEM Module Project Launch (T58), Lesson 1 - Build with Materials (T59), Lesson 2 - Materials Can Change (T77), STEM Module Project - Design a Brick (T97), Module Wrap Up - Revisit the Phenomenon (T103)</p> <p><a href="#">Materials Inventory</a></p>



### Quarter 3: Earth's Changing Landscape

Length of Study: 4 weeks

2.E1U1.4	Observe and investigate how wind and water change the shape of the land resulting in a variety of landforms.
2.E1U2.6	Analyze patterns in weather conditions of various regions of the world and design, test, and refine solutions to protect humans from severe weather conditions.
2.E1U3.7	Construct an argument from evidence regarding positive and negative changes in water and land systems that impact humans and the environment.
<b>Three-Dimensional Learning:</b>	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> <li>★ <b>SEP</b> Constructing Explanations and Designing Solutions; Developing and Using Models</li> <li>★ <b>DCI</b> The History of Planet Earth; Earth Materials and Systems; Developing Possible Solutions; Optimizing the Design Solutions</li> <li>★ <b>CCC</b> Stability and Change; Structure and Function</li> </ul>
<p><b>Unit 3: Earth's Changing Landscape</b>  <b>Big Idea:</b> How does Earth's landscape change?</p>	<b>GESD Resources:</b>
	<p><b>Module: Landscape Changes</b>            Module Opener - Encounter the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - Slow Changes to Earth's Landscape (T5), Lesson 2 - Quick Changes to the Earth's Landscape (T29), Lesson 3 - Design Solutions to Slow Landscape Changes (T51), STEM Module Project - Design a Way to Reduce Beach Erosion (T67), Module Wrap-Up - Revisit the Phenomenon (T73)  <a href="#">Materials Inventory</a></p>

## Quarter 4: Living Things and Habitats

Length of Study: 4 weeks

2.L2U1.9	Obtain, analyze, and communicate evidence that organisms need a source of energy, air, water, and certain temperature conditions to survive.
2.L2U1.10	Develop a model representing how life on Earth depends on energy from the Sun and energy from other organisms.
<b>Three-Dimensional Learning:</b>	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> <li>★ <b>SEP</b> Asking Questions and Defining Problems; Developing and Using Models; Planning and Carrying Out Investigations</li> <li>★ <b>DCI</b> Interdependent Relationships in Ecosystems; Defining and Delimiting Engineering Problems; Developing Possible Solutions</li> <li>★ <b>CCC</b> Cause and Effect; Structure and Function</li> </ul>
<p><b>Unit 4: Living Things and Habitats</b>  <b>Big Idea:</b> What do plants need from their habitats?</p> <p><b>Big Idea:</b> What do living things need to survive in their habitat?</p>	<b>GESD Resources:</b>
	<p><b>Module 1: Plants in Landscapes</b>            Module Opener - Encounter the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - What Plants Need (T5), Lesson 2 - Plants Depend on Animals (T27), STEM Module Project - Design a Pollinator (T47), Module Wrap-Up - Revisit the Phenomenon (T53)  <a href="#">Materials Inventory</a></p>
	<b>GESD Resources:</b>
	<p><b>Module 2: Living Things in Habitats</b>            Module Opener - Encounter the Phenomenon (T55), STEM Module Project Launch (T56), Lesson 1 - Local Habitats (T57), Lesson 2 - Land Habitats (T73), Lesson 3 - Water Habitats (T91), STEM Module Project - Build a Model of a Habitat (T113), Module Wrap-Up - Revisit the Phenomenon (T119)  <a href="#">Materials Inventory</a></p>

## Core Ideas for Knowing Science:

### Physical Science

- P1: All matter in the Universe is made of very small particles.
- P2: Objects can affect other objects at a distance.
- P3: Changing the movement of an object requires a net force to be acting on it.
- P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.

### Earth and Space Science

- E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.
- E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.

### Life Science

- L1: Organisms are organized on a cellular basis and have a finite life span.
- L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.
- L3: Genetic information is passed down from one generation of organisms to another.
- L4: The unity and diversity of organisms, living and extinct, is the result of evolution

## Core Ideas for using Science:

- U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.
- U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.
- U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.

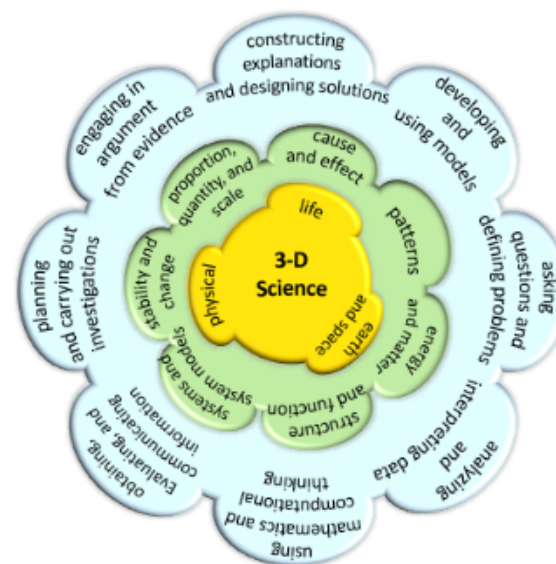
## Science and Engineering Practices:

- [ask questions and define problems](#)
- [develop and use models](#)
- [plan and carry out investigations](#)
- [analyze and interpret data](#)
- [use mathematics and computational thinking](#)
- [construct explanations and design solutions](#)
- [engage in argument for evidence](#)
- [obtain, evaluate, and communicate information](#)

## Crosscutting Concepts:

- [Patterns](#)
- [Cause and Effect](#)
- [Scale, Proportion, and Quantity](#)
- [Systems and System Models](#)
- [Energy and Matter](#)
- [Structure and Function](#)
- [Stability and Change](#)

Bold concepts are a focus for this grade level. Go to <http://bit.ly/CrossCutk8> for detailed information about crosscutting concepts.





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Glendale Elementary School District

23-24

# 2nd Grade



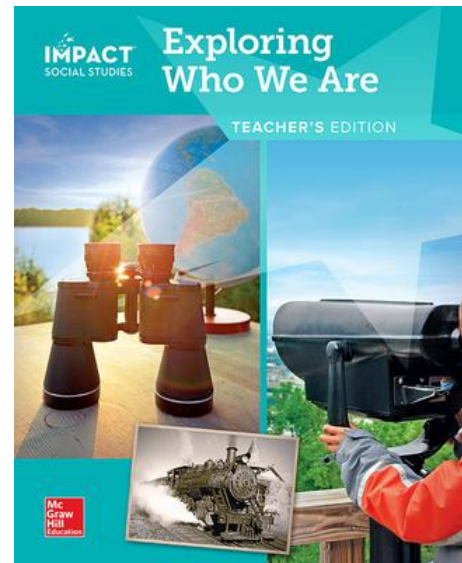
## HISTORY & SOCIAL STUDIES PACING GUIDE

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### ***Second Grade - Communities: Living and Working Together***

Through the study of geography and economics, the students' lenses expand to learn how their world is interconnected globally. Students will develop a spatial understanding of the world around them, so they can understand how other cultures and civilizations are interconnected and have influenced who we are as a community, state, and Nation. United States history, world history, and civics will also be taught in a comparative context. This storyline integrates well with the English Language Arts standards at this grade level since most districts have students read fables, folktales, and stories from the United States and around the world. The standards in grade are skill-based and are designed to integrate the skills with the study of any region or civilization in the world since individual curriculum for ELA varies throughout the state.

- Working together to solve problems
- Individual and leadership roles
- Identifying regions using geographic models
- Earning, spending, and saving money in a global community
- Influence of weather and climate
- Development and change of civilizations and cultures
- Societal institutions and their belief systems



## Year-at-a-Glance

The pacing for history and social sciences content is recommended to be taught within a 4-5 week block and then alternated with Science to ensure that both are taught each quarter.

Lessons noted in the pacing guide align to the Arizona History and Social Science Standards. The remaining lessons in the chapters are optional.

Quarter 1	Quarter 2		Quarter 3	Quarter 4	
Today and Long Ago	People, Places, and Environment	Economics: Goods and Services	How Government Works	People who Make a Difference	Exploring Arizona Chapter
2.SP1.1	2.SP1.1	2.SP1.1	2.SP1.1	2.SP1.2	2.SP1.3
2.SP1.2	2.SP1.3	2.SP1.2	2.SP1.2	2.SP1.3	2.SP4.2
2.SP1.3	2.SP2.2	2.SP1.3	2.SP1.3	2.SP2.1	2.E1.1
2.SP2.1	2.SP3.1	2.SP3.1	2.SP2.2	2.SP2.2	2.E3.3
2.SP2.2	2.SP3.2	2.SP3.2	2.SP3.1	2.SP3.1	2.G1.1
2.SP3.1	2.SP3.4	2.SP3.4	2.SP3.2	2.SP3.2	2.G2.1
2.SP3.2	2.SP3.5	2.SP3.6	2.SP3.4	2.SP3.3	2.H3.1
2.SP3.3	2.SP3.6	2.SP4.1	2.SP3.5	2.SP3.4	
2.SP3.4	2.SP4.1	2.SP4.2	2.SP3.6	2.SP3.5	
2.SP3.5	2.SP4.2	2.C2.2	2.C2.1	2.SP4.1	
2.SP3.6	2.C4.1	2.C4.1	2.C2.2	2.SP4.2	
2.SP4.1	2.E1.1	2.E1.1	2.C4.1	2.C2.2	
2.SP4.2	2.E3.1	2.E1.2	2.C4.2	2.C2.2	
2.E1.1	2.E5.1	2.E3.1	2.E1.1	2.E1.1	
2.G2.2	2.G1.1	2.E3.2	2.E4.1	2.E3.2	
2.G3.1	2.G1.2	2.E3.3	2.G2.2	2.G1.1	
2.G4.1	2.G2.1	2.E4.1	2.H1.2	2.G2.3	
2.H1.1	2.G2.2	2.E5.1	2.H1.3	2.G3.1	
2.H1.2	2.G2.3	2.G1.1	2.H3.1	2.G4.1	
2.H1.3	2.G3.1	2.G1.2		2.H1.1	
2.H3.1	2.G4.1	2.G2.2		2.H1.3	
	2.H1.1	2.G2.3		2.H3.1	
9/11 Observance Day	2.H1.2	2.G3.1			
<a href="#">ADE Resources</a>	2.H1.3	2.G4.1			
<a href="#">9/11 Museum Resources</a>		2.H1.1			
		2.H3.1			
Civics Celebration Week (9/17-9/25)					
<a href="#">ADE Resources</a>					
Lessons noted in the pacing guide align to the Arizona History and Social Science Standards. The remaining lessons in the chapters are optional.					

Quarter 1	
<b>GESD Resource: Impact Social Studies</b> Today and Long Ago <b>Essential Question:</b> Why is it important to learn about the past? <b>Length of Study:</b> 4 weeks	
Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional
<b>Impact Explorer Magazine</b> - Additional Reading to Support the Essential Question: (T15) How the World Changes, Perspectives: Learning about the Past, Dia de los Muertos: Day of the Dead, Pioneer Days, Edwidge Danticat: A Writer's Journey, Connect Through Literature: Finding the Lucky Coin, Take Action!	
Engage	Inquiry Project (T6,T8, T96) Today and Long Ago (Online AZ supplement)
Investigate	Activate Knowledge (T10) People You Should Know (T13)
Lesson 1	How Do We Learn History? (T16)
Lesson 2	How are Families Part of a Community? (T32) More to Explore: Explore Folktales (Online AZ supplement)
Lesson 3	How has Daily Life Changed Over Time? (T48) Lesson Video: How Computers have changed (Online AZ supplement) More to Explore: See how things have changed (Online AZ supplement)
Lesson 4	Why Do People Move? (T64) Lesson Video: Stories from Ellis Island Immigrants (Online AZ supplement)
Lesson 5	How Do People in the Past Affect Our Lives Today? (T80) Lesson Video: Bringing Back Native American Language (Online AZ supplement)
Take Action	Connections in Action (T98)

Quarter 2			
<b>GESD Resource: Impact Social Studies</b> People, Places, and Environment <b>Essential Question:</b> How does geography help us understand our world? <b>Length of Study:</b> 2 weeks		<b>Economics: Goods and Services</b> <b>Essential Question:</b> How Do We Get What We Want and Need? <b>Length of Study:</b> 2 weeks	
Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional	Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional
<b>Impact Explorer Magazine</b> - Additional Reading to Support the Essential Question: How do we get there?, The Mighty Mississippi, Fun with Funiculars, A Home for Every Place		<b>Impact Explorer Magazine</b> - Additional Reading to Support the Essential Question: (T209) Connect Through Literature: Jasmine Girl, Good and Services: Inventions, Detroit's Eastern Market, Protecting Our Water, Take Action!	
Engage	Inquiry Project (T104, T106) People, Place, and Environments (Online AZ supplement)	Engage	Inquiry Project (T200, T202)
Investigate	Activate Knowledge: Using Maps (T108) People You Should Know (T111)	Investigate	Activate Knowledge (T204) People You Should Know (T207)
Lesson 1	How Do We Use Maps to Find Places? (T114) More to Explore: Physical Maps (IO) Explore a Map: Neighborhood Map (IO)	Lesson 1	What Are Wants and Needs? (T210)
Lesson 2	Where Am I in the World? (T130) Explore a Map: World Map (IO)	Lesson 2	How Do We Use Goods and Services? (T226)
Lesson 3	How Does Geography Affect the Way People Use Land? (T114) More to Explore: Having Fun Together (IO)	Lesson 3	How Do Producers and Consumers Depend on One Another? (T240) Lesson Video: Go Shopping (IO) More to Explore: Start a Business (IO)
Lesson 4	How Can We Describe Our Environment? (T160)	Lesson 4	Where Do the Goods We Use Come From? (T256)
Lesson 5	How Does Geography Affect the Ways People Move? (T176) More to Explore: Take a Trip (IO)	Lesson 5	How Do Communities Get What They Want and Need? (T272)
Take Action	Connections in Action (T192)	Take Action	Connections in Action (T288)



Quarter 3	
<b>GESD Resource: Impact Social Studies</b> How Government Works <b>Essential Question:</b> Why Do We Need Government? <b>Length of Study:</b> 4 weeks	
Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional
<b>Impact Explorer Magazine</b> - Additional Reading to Support the Essential Question: (T307) Connect Through Literature: A Great Beginning, Safe Seat for Children, John Glenn: Space Hero, The Rights of a Child, A Plastic Problem, Take Action!	
Engage	Inquiry Project (T298 ,T300) Chapter Video: H0w Government Works (IO)
Investigate	Activate Knowledge (T302) People You Should Know (T305)
Lesson 1	Why Do We Have Rules? (T308) Lesson Video: How Yoga Helps Us Follow Rules (IO)
Lesson 2	How Do We Make Laws? (T324)
Lesson 3	Why Should People Follow Laws? (T340) More to Explore: Explore Traffic Signs (IO)
Lesson 4	How Do Citizens and Government Work Together? (T356) More to Explore: Planting a Community Garden (IO)
Lesson 5	How Do Countries Work Together? (T372)
Take Action	Connections in Action (T386)

Quarter 4			
<b>GESD Resource: Impact Social Studies</b> People Who Make a Difference <b>Essential Question:</b> How Can People Make a Difference in Our World? <b>Length of Study:</b> 2 weeks		<b>Arizona Chapter</b> <b>Essential Question:</b> How Does Living in Arizona Shape our Lives? <b>Length of Study:</b> 2 weeks	
Lesson Parts	<b>Content that Matches AZ Standards</b> Remaining lessons and activities are optional	Lesson Parts	<b>Content that Matches AZ Standards</b> Remaining lessons and activities are optional
<b>Impact Explorer Magazine</b> - Additional Reading to Support the Essential Question: (T405) Real-life Heroes, Navajo Code Talkers, Walter Dean Myers, Author, Magical Sculptures, Take Action!		Engage	People You Should Know (IO)
Engage	Inquiry Project (T396, T398) Chapter Video: People Who Make a Difference (IO)	Investigate	Arizona Landmarks Arizona and the Global Economy Arizonans Together Arizona Past and Present
Investigate	Activate Knowledge (T400) People You Should Know (T403)		
Lesson 1	What Makes a Hero? (T406) More to Explore: Describe Heroes (IO)	Report	Report your Findings Take Action
Lesson 2	How Can People Work for Justice? (T422) Lesson Video: The Beginning of the Montgomery Bus Boycott (IO)		
Lesson 3	What Differences Have Scientists Made? (T438) More to Explore: Meet Dr. Gladys West (IO) More to Explore: Mars (IO)		
Lesson 4	How Do Athletes Inspire Us? (T454) More to Explore: Go for Gold (IO)		
Lesson 5	Why is Art Important? (T468) Lesson Video: What is Art? Street Artist (IO) More to Explore: Visit Monuments (IO) More to Explore: Explore Point of View (IO)		
Take Action	Connections in Action (T848)		

Standards overview for each chapter.	Q1	Q2		Q3	Q4	
	Chap 1	Chap 2	Chap 3	Chap 4	Chap 5	Arizona
<b>DISCIPLINARY SKILLS AND PROCESSES</b>						
<b>Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.</b>						
2.SP1.1 Create a chronological sequence of multiple events.	★	★	★	★		
2.SP1.2 Understand how events of the past affect students' lives and community.	★		★	★	★	
2.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.	★	★	★	★	★	★
<b>Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.</b>						
2.SP2.1 Compare diverse cultures from around the world using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.	★	★			★	
2.SP2.2 Compare perspectives of people in the past to those today through stories and biographies.	★			★	★	
<b>Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</b>						
2.SP3.1 Identify facts and concepts associated with compelling and supporting questions.	★	★	★	★	★	
2.SP3.2 Determine and use various kinds of sources to answer compelling and supporting questions.	★	★	★	★	★	
2.SP3.3 Generate questions about a source as it relates to an event or development.	★				★	
2.SP3.4 Gather relevant information from one or two sources.	★	★	★	★	★	
2.SP3.5 Ask and answer questions about explanations and arguments.	★	★		★	★	
2.SP3.6 Present a summary of an argument or explanation using print, oral, or digital technology.	★	★	★	★		
<b>Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</b>						
2.SP4.1 Generate possible reasons for an event or development.	★	★	★		★	
2.SP4.2 Select which reasons might be more likely than others to explain an event or development.	★	★	★		★	★

CIVICS						
<b>Citizens have individual rights, roles, and responsibilities.</b>						
2.C2.1 Describe roles and responsibilities of people in authority within our country and world.				★		
2.C2.2 Explain how all people, not just official leaders, play important roles in the world.			★	★	★	
<b>Process, rules, and laws direct how individuals are governed and how society addresses problems.</b>						
2.C4.1 Explain how people work together to identify and solve problems within our world.		★	★	★	★	
2.C4.2 Explain how rules function in public settings.				★		
ECONOMICS						
<b>A financially literate individual understands how to manage income, spending, and investment.</b>						
2.E1.1 Identify different occupations and skills needed in a global economy.	★	★	★	★	★	★
2.E1.2 Describe reasons to save or spend money.			★			
<b>Individuals and institutions are interdependent within market systems.</b>						
2.E3.1 Identify and describe the goods and services that are produced around the world.		★	★			
2.E3.2 Explain how people around the world earn income.			★		★	
2.E3.3 Explain how people can be producers and consumers in a global economy.			★			★
<b>The domestic economy is shaped by interactions between government, institutions, and the private sector.</b>						
2.E4.1 Describe the public services that governments provide and how they meet the needs of individuals.			★	★		
<b>The interconnected global economy impacts all individuals and groups in significant and varied ways.</b>						
2.E5.1 Illustrate how a country's resources determine what is produced and traded.		★	★			
GEOGRAPHY						
<b>The use of geographic representations and tools help individuals understand their world.</b>						
2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features. - Key physical features include but are not limited to seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts - Key human features include but are not limited to equator, hemispheres, North and South Pole, cities, states, countries, regions, and landmarks		★	★		★	★

2.G1.2 Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared		★	★			
<b>Human-environment interactions are essential aspects of human life in all societies.</b>						
2.G2.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.		★				★
2.G2.2 Describe how human activities affect the communities and the environment of places or regions.	★	★	★	★		
2.G2.3 Describe the positive and negative effects of using natural resources.		★	★		★	
<b>Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.</b>						
2.G3.1 Explain why and how people, goods, and ideas move from place to place. - Key concepts include but are not limited to transportation, trade, immigration, migration, and communication	★	★	★		★	
<b>Global interconnections and spatial patterns are a necessary part of geographic reasoning.</b>						
2.G4.1 Identify different physical and cultural regions in the world.	★	★	★		★	
<b>HISTORY</b>						
<b>The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</b>						
2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied.	★	★	★	★	★	
2.H1.2 Using primary and secondary sources, compare civilizations and/or cultures around the world and how they have changed over time in a place or region studied.	★	★				
2.H1.3 Examine developments from the civilization and/or culture in place or region studied.	★	★		★	★	
<b>Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</b>						
2.H3.1 Generate questions about the institutions and belief systems of different societies. - Key concepts include but are not limited to religion, governments, economic systems, and education	★		★	★	★	★

## History and Social Sciences and English Language Arts Crosswalk

Standard	ELA	ELP Standard	Rationale
2.SP1.1	2.RL.1	Standard 1	Use chronology to tell the sequence of events in a story.
2.SP1.2, 2.SP1.3, 2.SP2.1	2.RL.2	Standard 1	Use social studies stories from around the world to compare diverse cultures.
2.SP2.2, 2.SP3.1, 2.SP3.5, 2.SP4.1, .SP4.2	2.RL.3	Standard 1	Use social studies disciplinary skills and processes to ask questions of the stories you read and make broader global connections.
	2.RL.4	Standard 2	
	2.RL.5		
2.C2.1, 2.E1.1, 2.H1.1, 2.SP2.1, 2.SP2.2	2.RL.6		Compare differences in character point of view by using stories that have civics roles and responsibilities of different people, that use economics to show different occupations, and history that explain individual contributions to a civilization.
2.G1.1, 2.G1.2, 2.G2.1, 2.G2.2, 2.G2.3, 2.G3.1, 2.G4.1, 2.SP3.6	2.RL.7	Standard 1	Use maps and other geographic representations demonstrate understanding of setting and to compare and contrast settings. Use digital technology to present an argument or explanation.
	2.RL.9		
2.SP1.3, 2.SP2.1, 2.SP2.2, 2.C2.1, 2.E1.1, 2.E3.2, 2.E3.3, 2.E4.1, 2.G2.2, 2.G3.1, 2.H1.1	2.RL.10		Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature.
2.SP1.1, 2.SP1.2, 2.SP1.3, 2.SP3.1, 2.SP3.2, 2.SP3.3, 2.SP3.4, 2.SP3.5	2.RI.1	Standard 1	Use social studies stories to understand the main idea of a text and also the connection to historical events and today.
	2.RI.2	Standard 1	
	2.RI.3	Standard 1	
2.SP3.1, 2.SP3.2, 2.SP3.3	2.RI.4	Standard 2	Use social studies stories to determine the meaning of words, understanding various text features and identify the main purpose of a text.
	2.RI.5		
	2.RI.6		
2.SP3.4, 2.SP3.5, 2.SP3.6,	2.RI.7	Standard 1	Use social studies disciplinary skills and processes to make arguments about the stories read and present a summary of the argument along with alternative and varied perspectives.
	2.RI.8	Standard 8	
	2.RI.9		
2.SP4.1, 2.SP4.2, 2.C2.1, 2.E1.1, 2.E3.2, 2.E3.3,	2.RI.10		Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate informational texts.
2.C2.1, 2.C2.2, 2.C4.1, 2.C4.2, 2.E1.1, 2.E1.2, 2.E3.1, 2.3.2, 2.E3.3, 2.E4.1, 2.E5.1, 2.G1.1, 2.G1.2, 2.G2.1, 2.G2.2, 2.G2.3, 2.G3.1, 2.G4.1, 2.H1.1, 2.H1.2, 2.H1.3, 2.H3.1	2.SL.1	Standards 6, 9	Use the content standards for civics, economics, geography, and history to collaborate with partners in discussions and to practice discussion norms and the appreciation of varied points of view. Students can also use the content standards to tell stories, create recordings and produce complete sentences about what they have read and studied.
	2.SL.2	Standard 1	
	2.SL.3	Standards 8,9	
	2.SL.4	Standards 3, 4, 7	
	2.SL.5		
	2.SL.6	Standard 5	
	2.L.1	Standard 10	Use social studies stories and produce writing on social studies' topics to identify English conventions, knowledge of the language, and to increase vocabulary and background knowledge.
	2.L.2	Standards 3, 10	
	2.L.3	Standards 10	
	2.L.4	Standard 2	
	2.L.5	Standard 2	
	2.L.6	Standards 4, 5, 8	

The AZ History and Social Science Standards are organized into five social studies content areas. Within these content areas are four to five major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of these Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area.

Disciplinary Skills and Process	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present	<i>C1: Civic virtues and democratic principles are key components of the American political system.</i>	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	C2: Citizens have individual rights, roles, and responsibilities.	<i>E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.</i>	G2: Human-environment interactions are essential aspects of human life in all societies.	<i>H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.</i>
SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.	<i>C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.</i>	E3: Individuals and institutions are interdependent within market systems. E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	<i>H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</i>