

Priority Standards, Skills or Topics SY 21-22

GRADE LEVEL: 2nd

READING					
Priority Standard, Skill, or Topic #1	Duration	Priority Standard, Skill, or Topic #2	Duration	Priority Standard, Skill, or Topic #3	Duration
CCSS.ELA-LITERACY.RF.2.3.A-C Know and apply grade-level phonics and word analysis skills in decoding words: A. <u>Distinguish</u> long and short vowels when reading regularly spelled one-syllable words. B. <u>Know</u> spelling-sound correspondences for additional common vowel teams. <u>Decode</u> regularly spelled two-syllable words with long vowels.	S1	CCSS.ELA-LITERACY.RL/I.2.1 <u>Ask and answer</u> such questions as who, what, where, when, why, and how to demonstrate understanding of <u>key details</u> in a text.	S1	CCSS.ELA-LITERACY.RI.2.2 <u>Identify the main topic</u> of a multi-paragraph text as well as the <u>focus</u> of specific paragraphs within the text.	S2
Priority Standard, Skill, or Topic #4	Duration				
CCSS.ELA-LITERACY.RL.2.9 <u>Compare and contrast</u> two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	S2				
LANGUAGE					
Priority Standard, Skill, or Topic #1	Duration	Priority Standard, Skill, or Topic #2	Duration	Priority Standard, Skill, or Topic #3	Duration
CCSS.ELA-LITERACY.L.2.2.A Demonstrate command of the conventions of standard English capitalization, punctuation, and <u>spelling</u> when <u>writing</u> : <u>Capitalize</u> holidays, product names, and geographic names.	S1	CCSS.ELA-LITERACY.L.2.1.B Demonstrate command of the conventions of standard English grammar and usage when <u>writing or speaking</u> : <u>Form and use</u> frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	S1	CCSS.ELA-LITERACY.L.2.1.D Demonstrate command of the conventions of standard English grammar and usage when <u>writing or speaking</u> : <u>Form and use</u> the <u>past tense</u> of frequently occurring irregular verbs (e.g., sat, hid, told).	S2

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WRITING					
Priority Standard, Skill, or Topic #1	Duration				
CCSS.ELA-LITERACY.W.2.3 Write <u>narratives</u> in which they <u>recount</u> a well-elaborated event or short sequence of events, include <u>details</u> to describe <u>actions</u> , <u>thoughts</u> , and <u>feelings</u> , use temporal words to signal <u>event order</u> , and provide a sense of <u>closure</u> .	S2				
MATH					
Priority Standard, Skill, or Topic #1	Duration	Priority Standard, Skill, or Topic #2	Duration	Priority Standard, Skill, or Topic #3	Duration
2.NBT.A.1.A/B Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: A. 100 can be thought of as a bundle 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).	S1	2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	S1	2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	S2

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SOCIAL STUDIES					
Priority Standard, Skill, or Topic #1	Duration	Priority Standard, Skill, or Topic #2	Duration	Priority Standard, Skill, or Topic #3	Duration
2.4.1 Define and give examples of the responsibilities of a good citizen, with emphasis on the following: <ul style="list-style-type: none"> • Respecting and protecting the rights and property of others • Taking part in the voting process when making classroom decisions • Describing actions that can improve the school and community • Demonstrating self-discipline and self-reliance • Practicing honesty and trustworthiness 	S1	2.3.3 Construct and develop simple maps with titles, map legends, and compass roses	S2	2.4.2 Identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.	S2

SCIENCE					
Unit #1	Duration	Unit #2	Duration	Unit #3	Duration
<u>Sharing Habitats</u> 2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.* 2-LS4-1 (D) Make observations of plants and animals to compare the diversity of life in different habitats.	S1	<u>Properties of Solids and Liquids</u> 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. 2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.*	S2	<u>Erosion and Weathering</u> <u>First Rocks</u> 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly. 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	S2