

# Priority Standards, Skills or Topics SY 20-21

## 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
<b>CCSS.ELA-LITERACY.RL.1.2.1</b> <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.	Q1 Q2	<b>CCSS.ELA-LITERACY.RF.2.3.A-C</b> 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. C. <u>Decode</u> regularly spelled two-syllable words with long vowels.	Q1 Q2	<b>CCSS.ELA-LITERACY.RI.2.2</b> <u>Identify</u> the <u>main topic</u> of a multi-paragraph text as well as the <u>focus</u> of specific paragraphs within the text.	Q3 Q4
Priority Standard, Skill, or Topic #4	Duration				
<b>CCSS.ELA-LITERACY.RL.2.9</b> <u>Compare</u> and <u>contrast</u> two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Q3 Q4				
LANGUAGE					
Priority Standard, Skill, or Topic #1	Duration	Priority Standard, Skill, or Topic #2	Duration	Priority Standard, Skill, or Topic #3	Duration
<b>CCSS.ELA-LITERACY.L.2.2.A</b> 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.	Q1 Q2	<b>CCSS.ELA-LITERACY.L.2.1.B</b> Demonstrate command of the conventions of standard English grammar and usage when <u>writing</u> or <u>speaking</u> : <u>Form and use</u> frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	Q1 Q2	<b>CCSS.ELA-LITERACY.L.2.1.D</b> Demonstrate command of the conventions of standard English grammar and usage when <u>writing</u> or <u>speaking</u> : <u>Form and use</u> the <u>past tense</u> of frequently occurring irregular verbs (e.g., sat, hid, told).	Q3 Q4

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WRITING					
Priority Standard, Skill, or Topic #1	Duration				
<b>CCSS.ELA-LITERACY.W.2.3</b> 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, thoughts, and feelings</u> , use temporal words to signal <u>event order</u> , and provide a sense of <u>closure</u> .	Q3 Q4				
MATH					
Priority Standard, Skill, or Topic #1	Duration	Priority Standard, Skill, or Topic #2	Duration	Priority Standard, Skill, or Topic #3	Duration
<b>2.NBT.A.1.A/B</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).	Q1	<b>2.NBT.B.7</b> 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.	Q2	<b>2.OA.A.1</b> 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.	Q3 Q4
SOCIAL STUDIES					
Priority Standard, Skill, or Topic #1	Duration	Priority Standard, Skill, or Topic #2	Duration	Priority Standard, Skill, or Topic #3	Duration
<b>2.4.1</b> Define and give examples of the responsibilities of a good citizen, with emphasis on the following: <ul style="list-style-type: none"> <li>• Respecting and protecting the rights and property of others</li> <li>• Taking part in the voting process when making classroom decisions</li> <li>• Describing actions that can improve the school and community</li> <li>• Demonstrating self-discipline and self-reliance</li> <li>• Practicing honesty and trustworthiness</li> </ul>	Q1 Q2	<b>2.3.3</b> Construct and develop simple maps with titles, map legends, and compass roses	Q3	<b>2.4.2</b> 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.	Q4

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SCIENCE					
Unit #1	Duration	Unit #2	Duration		
Sharing Habitats	Q1 Q2	Properties of Solids and Liquids	Q3 Q4		

