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| **First Six-Week Grading Period** |
| **ELA** | **Science/Social Studies** | **Math** |
| **Teach:**[RL.2.1](http://www.corestandards.org/ELA-Literacy/RL/2/1/) Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.[RL.2.10](http://www.corestandards.org/ELA-Literacy/RL/2/10/) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with [scaffolding](http://www.corestandards.org/ELA-Literacy/RL/2) as needed at the high end of the range.[RI.2.1](http://www.corestandards.org/ELA-Literacy/RI/2/1/) Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.[RI.2.4](http://www.corestandards.org/ELA-Literacy/RI/2/4/) Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.*[RI.2.10](http://www.corestandards.org/ELA-Literacy/RI/2/10/) By the end of year, read and comprehend informational texts, including history/social [studies](http://www.corestandards.org/ELA-Literacy/RI/2), science, and technical texts, in the grades 2–3 text complexity band proficiently, with [scaffolding](http://www.corestandards.org/ELA-Literacy/RI/2) as needed at the high end of the range.[W.2.3](http://www.corestandards.org/ELA-Literacy/W/2/3/) 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.[W.2.5](http://www.corestandards.org/ELA-Literacy/W/2/5/) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.[W.2.8](http://www.corestandards.org/ELA-Literacy/W/2/8/) Recall information from experiences or gather information from provided sources to answer a question.[SL.2.1](http://www.corestandards.org/ELA-Literacy/SL/2/1/) Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.* [SL.2.1a](http://www.corestandards.org/ELA-Literacy/SL/2/1/a/) 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).

[SL.2.3](http://www.corestandards.org/ELA-Literacy/SL/2/3/) 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.[RF.2.3](http://www.corestandards.org/ELA-Literacy/RF/2/3/) Know and [apply](http://www.corestandards.org/ELA-Literacy/RF/2) grade-level phonics and word analysis skills in decoding words.[RF.2.3a](http://www.corestandards.org/ELA-Literacy/RF/2/3/a/) Distinguish long and short vowels when reading regularly spelled one-syllable words.[RF.2.4](http://www.corestandards.org/ELA-Literacy/RF/2/4/) Read with sufficient accuracy and fluency to support comprehension.* [RF.2.4a](http://www.corestandards.org/ELA-Literacy/RF/2/4/a/) Read grade-level text with purpose and understanding.
* [RF.2.4b](http://www.corestandards.org/ELA-Literacy/RF/2/4/b/) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
* [RF.2.4c](http://www.corestandards.org/ELA-Literacy/RF/2/4/c/) Use context to [confirm](http://www.corestandards.org/ELA-Literacy/RF/2) or self-correct word recognition and understanding, rereading as necessary.

[L.2.1a](http://www.corestandards.org/ELA-Literacy/L/2/1/a/) Use collective nouns (e.g., group).[L.2.1b](http://www.corestandards.org/ELA-Literacy/L/2/1/b/) Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).[L.2.2](http://www.corestandards.org/ELA-Literacy/L/2/2/) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.* [L.2.2a](http://www.corestandards.org/ELA-Literacy/L/2/2/a/) Capitalize holidays, product names, and geographic names.
* [L.2.2b](http://www.corestandards.org/ELA-Literacy/L/2/2/b/) Use commas in greetings and closings of letters.

**Assess:**RF2.3 (Spelling Inventory) RL2.1RI2.4 RI2.1 RF2.3 (NWF) SL2.1RF2.4 (DORF) W2.3RL2.10 (TRC) W2.5RI2.10 (TRC) | **Teach:****SCIENCE:****P.2 Understand properties of solids and liquids and the changes they undergo.** 2.P.2.1 Give examples of matter that change from a solid to a liquid and from a liquid to a solid by heating and cooling. 2.P.2.2 Compare the amount (volume and weight) of water in a container before and after freezing. 2.P.2.3 Compare what happens to water left in an open container over time as to water left in a closed container.**SOCIAL STUDIES:****2.C&G.2** Understand the roles and responsibilities of citizens.2.C&G.2.1 Exemplify characteristics of good citizenship through historical figures and everyday citizens.2.C&G.2.2 Explain why it is important for citizens to participate in their community.**Assess:**Science:P.2 (P.2.1 – 2.3)Social Studies:C&G.2 (C&G 2.1 – 2.2) | **Teach:**[**2.NBT.1**](http://www.corestandards.org/Math/Content/2/NBT/A/1) 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:[**2.NBT.1a**](http://www.corestandards.org/Math/Content/2/NBT/A/1/a)100 can be thought of as a bundle of ten tens — called a “hundred.”[**2.NBT.1b**](http://www.corestandards.org/Math/Content/2/NBT/A/1/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.2**](http://www.corestandards.org/Math/Content/2/NBT/A/2)Count within 1000; skip-count by 5s, 10s, and 100s.[**2.NBT.3**](http://www.corestandards.org/Math/Content/2/NBT/A/3)Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.[**2.NBT.4**](http://www.corestandards.org/Math/Content/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.[**2.NBT.8**](http://www.corestandards.org/Math/Content/2/NBT/B/8)Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.**\*tie in coin recognition and time when possible****Assess:**2.NBT.12.NBT.22.NBT.32.NBT.42.NBT.5 (math facts probes)2.NBT.8 |
| **Second Six-Week Grading Period** |
| **ELA** | **Science/Social Studies** | **Math** |
| **Teach:**[RL.2.2](http://www.corestandards.org/ELA-Literacy/RL/2/2/) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.[RL.2.3](http://www.corestandards.org/ELA-Literacy/RL/2/3/) Describe how characters in a story respond to major events and challenges.[RL.2.5](http://www.corestandards.org/ELA-Literacy/RL/2/5/) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.[RL.2.7](http://www.corestandards.org/ELA-Literacy/RL/2/7/) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.[W.2.3](http://www.corestandards.org/ELA-Literacy/W/2/3/) 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.[SL.2.1b](http://www.corestandards.org/ELA-Literacy/SL/2/1/b/) Build on others’ talk in conversations by linking their comments to the remarks of others.[SL.2.2](http://www.corestandards.org/ELA-Literacy/SL/2/2/) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.[SL.2.4](http://www.corestandards.org/ELA-Literacy/SL/2/4/) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.[RF.2.3a](http://www.corestandards.org/ELA-Literacy/RF/2/3/a/) Distinguish long and short vowels when reading regularly spelled one-syllable words.[L.2.1c](http://www.corestandards.org/ELA-Literacy/L/2/1/c/) Use reflexive pronouns (e.g., myself, ourselves). [L.2.1d](http://www.corestandards.org/ELA-Literacy/L/2/1/d/) Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). [L.2.1e](http://www.corestandards.org/ELA-Literacy/L/2/1/e/) Use adjectives and adverbs, and choose between them depending on what is to be modified. [L.2.1f](http://www.corestandards.org/ELA-Literacy/L/2/1/f/) Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).[L.2.2c](http://www.corestandards.org/ELA-Literacy/L/2/2/c/) Use an apostrophe to form contractions and frequently occurring possessives.**Assess:**RL2.2RL2.3RL2.5RL2.7SL2.1SL2.2W2.3W2.5 | **Teach:****SCIENCE:****E.1** **Understand patterns of weather and factors that affect weather.** 2.E.1.1 Summarize how energy from the sun serves as a source of light that warms the land, air and water. 2.E.1.2 Summarize weather conditions using qualitative and quantitative measures to describe: • Temperature • Wind direction • Wind speed • Precipitation 2.E.1.3 Compare weather patterns that occur over time and relate observable patterns to time of day and time of year. 2.E.1.4 Recognize the tools that scientists use for observing, recording, and predicting weather changes from day to day and during the seasons.**SOCIAL STUDIES:****2.C.1 Understand how various cultures influence communities.**2.C.1.1 Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.).2.C.1.2 Recognize the key historical figures and events that are associated with various cultural traditions.2.C.1.3 Exemplify respect and appropriate social skills needed for working with diverse groups.**Assess:**Science:E.1 (E.1.1 – 1.4)Social Studies:C.1 (C.1.1 -1.3) | **Teach:**[**2.MD.10**](http://www.corestandards.org/Math/Content/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 problems1 using information presented in a bar graph.[**2.NBT.6**](http://www.corestandards.org/Math/Content/2/NBT/B/6)Add up to four two-digit numbers using strategies based on place value and properties of operations.[**2.NBT.7**](http://www.corestandards.org/Math/Content/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.[**2.NBT.9**](http://www.corestandards.org/Math/Content/2/NBT/B/9)Explain why addition and subtraction strategies work, using place value and the properties of operations.1**\*tie in coin recognition and time when possible****Assess:**2.NBT.5 (math facts fluency)2.NBT.62.NBT.72.NBT.92.OA.12.MD.10 |

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| **Third Six-Week Grading Period** |
| **ELA** | **Science/Social Studies** | **Math** |
| **Teach:**[RI.2.2](http://www.corestandards.org/ELA-Literacy/RI/2/2/) Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.[RI.2.3](http://www.corestandards.org/ELA-Literacy/RI/2/3/) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.[RI.2.5](http://www.corestandards.org/ELA-Literacy/RI/2/5/) 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.[RI.2.7](http://www.corestandards.org/ELA-Literacy/RI/2/7/) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.[W.2.2](http://www.corestandards.org/ELA-Literacy/W/2/2/) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.[W.2.6](http://www.corestandards.org/ELA-Literacy/W/2/6/) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.[W.2.7](http://www.corestandards.org/ELA-Literacy/W/2/7/) 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).[SL.2.1c](http://www.corestandards.org/ELA-Literacy/SL/2/1/c/) Ask for clarification and further explanation as needed about the topics and texts under discussion.[RF.2.3b](http://www.corestandards.org/ELA-Literacy/RF/2/3/b/) Know spelling-sound correspondences for additional common vowel teams[RF.2.3c](http://www.corestandards.org/ELA-Literacy/RF/2/3/c/) Decode regularly spelled two-syllable words with long vowels.[L.2.2d](http://www.corestandards.org/ELA-Literacy/L/2/2/d/) Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).[L.2.2e](http://www.corestandards.org/ELA-Literacy/L/2/2/e/) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.[L.2.4c](http://www.corestandards.org/ELA-Literacy/L/2/4/c/) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).[L.2.4d](http://www.corestandards.org/ELA-Literacy/L/2/4/d/) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).[L.2.4e](http://www.corestandards.org/ELA-Literacy/L/2/4/e/) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.[L.2.5b](http://www.corestandards.org/ELA-Literacy/L/2/5/b/) Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).**Assess:**RF2.3 (Spelling Inventory)RI2.2RI2.3RI2.5RF2.4 (DORF)RL2.10 (TRC)RI2.10 (TRC)SL2.1SL2.4W2.2W2.6W2.7 | **Teach:****SCIENCE:****2.P.1 Understand the relationship between sound and vibrating objects.** 2. P.1.1 Illustrate how sound is produced by vibrating objects and columns of air. 2. P.1.2 Summarize the relationship between sound and objects of the body that vibrate – eardrum and vocal cords.**SOCIAL STUDIES:****2.G.1 Use geographic representations, terms and technology to process information from a spatial perspective.**2.G.1.1 Interpret maps of the school and community that contain symbols, legends and cardinal directions.2.G.1.2 Interpret the meaning of symbols and the location of physical and human features on a map.**2.H.1 Understand how various sources provide information about the past.**2.H.1.1 Use timelines to show sequencing of events.2.H.1.2 Identify contributions of historical figures (community, state, nation and world) through various genres.2.H.1.3 Compare various interpretations of the same time period using evidence such as photographs and interviews.**Assess:**Science:P.1 (P.1.1 – 1.2)Social Studies:H.1 (H.1.1 – 1.3)G.1 (G.1.1 – 1.2) | **Teach:**[**2.MD.5**](http://www.corestandards.org/Math/Content/2/MD/B/5)Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.[**2.MD.6**](http://www.corestandards.org/Math/Content/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.[**2.NBT.5**](http://www.corestandards.org/Math/Content/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.[**2.OA.1**](http://www.corestandards.org/Math/Content/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.**\*tie in coin recognition and time when possible****Assess:**2.NBT.5 (math facts probes)2.MD.52.MD.62.OA.1 |

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| **Fourth Six-Week Grading Period** |
| **ELA** | **Science/Social Studies** | **Math** |
| **Teach:**[RL.2.6](http://www.corestandards.org/ELA-Literacy/RL/2/6/) Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.[RI.2.6](http://www.corestandards.org/ELA-Literacy/RI/2/6/) Identify the main purpose of a text, including what the author wants to answer, explain, or describe.* [RI.2.8](http://www.corestandards.org/ELA-Literacy/RI/2/8/) Describe how reasons support specific points the author makes in a text.
* [W.2.1](http://www.corestandards.org/ELA-Literacy/W/2/1/) 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.

[RF.2.3d](http://www.corestandards.org/ELA-Literacy/RF/2/3/d/) Decode words with common prefixes and suffixes.[L.2.3](http://www.corestandards.org/ELA-Literacy/L/2/3/) Use knowledge of language and its conventions when writing, speaking, reading, or listening.* [L.2.3a](http://www.corestandards.org/ELA-Literacy/L/2/3/a/) Compare formal and informal uses of English

[L.2.4a](http://www.corestandards.org/ELA-Literacy/L/2/4/a/) Use sentence-level context as a clue to the meaning of a word or phrase.[L.2.4b](http://www.corestandards.org/ELA-Literacy/L/2/4/b/) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).[L.2.5](http://www.corestandards.org/ELA-Literacy/L/2/5/) Demonstrate understanding of word relationships and nuances in word meanings.[L.2.5a](http://www.corestandards.org/ELA-Literacy/L/2/5/a/) Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).**Assess:**RL2.6RI2.6RI2.8W2.1W2.5W2.6W2.8 | **Teach:****SCIENCE:****2. L.1 Understand animal life cycles.** 2.L.1.1 Summarize the life cycle of animals including: • Birth • Developing into an adult • Reproducing • Aging and death 2.L.1.2 Compare life cycles of different animals such as, but not limited to, mealworms, ladybugs, crickets, guppies or frogs. **SOCIAL STUDIES:****2. G.2 Understand the effects of humans interacting with their environment.**2.G.2.1 Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs.2.G.2.2 Explain how people positively and negatively affect the environment.**Assess:**Science:L.1: L.1.1 – 1.2Social Studies:G.2: G.2.1 – 2.2 | **Teach:**[**2.OA.3**](http://www.corestandards.org/Math/Content/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 2s; write an equation to express an even number as a sum of two equal addends.[**2.OA.4**](http://www.corestandards.org/Math/Content/2/OA/C/4) 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.[**2.MD.1**](http://www.corestandards.org/Math/Content/2/MD/A/1) Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.[**2.MD.2**](http://www.corestandards.org/Math/Content/2/MD/A/2) Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.[**2.MD.3**](http://www.corestandards.org/Math/Content/2/MD/A/3) Estimate lengths using units of inches, feet, centimeters, and meters.[**2.MD.4**](http://www.corestandards.org/Math/Content/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.**\*tie in coin recognition and time when possible****Assess:**2.NBT.5 (math facts fluency)2.OA.32.OA.42.MD.12.MD.22.MD.32.MD.4 |

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| **Fifth Six-Week Grading Period** |
| **ELA** | **Science/Social Studies** | **Math** |
| **Teach:**[RL.2.4](http://www.corestandards.org/ELA-Literacy/RL/2/4/) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song[RL.2.9](http://www.corestandards.org/ELA-Literacy/RL/2/9/) Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.* [RI.2.9](http://www.corestandards.org/ELA-Literacy/RI/2/9/) Compare and contrast the most important points presented by two texts on the same topic.
* [W.2.1](http://www.corestandards.org/ELA-Literacy/W/2/1/) 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.

[SL.2.5](http://www.corestandards.org/ELA-Literacy/SL/2/5/) 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.[SL.2.6](http://www.corestandards.org/ELA-Literacy/SL/2/6/) 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 [here](http://www.corestandards.org/ELA-Literacy/L/2) for specific expectations.)[RF.2.3e](http://www.corestandards.org/ELA-Literacy/RF/2/3/e/) Identify words with inconsistent but common spelling-sound correspondences.[L.2.6](http://www.corestandards.org/ELA-Literacy/L/2/6/) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).**Assess:**RL2.4RL2.9RI2.10SL2.5SL2.6W2.2W2.5W2.6W2.8 | **Teach:****SCIENCE:****Remember that organisms differ from or are similar to their parents based on the characteristics of the organism.** 2.L.2.1 Identify ways in which plants and animals closely resemble their parents in observed appearance and ways they are different. 2.L.2.2 Recognize that there is variation among individuals that are related.**SOCIAL STUDIES:****2.C&G.1 Understand the purpose of governments.**2.C&G.1.1 Explain government services and their value to the community (libraries, schools, parks, etc.).2.C&G.1.2 Explain how governments establish order, provide security and create laws to manage conflict.**Assess:**Science:L.2 (L.2.1 – 2.2)Social Studies:C&G.1 (C&G.1.1 – 1.2) | **Teach:**[**2.MD.7**](http://www.corestandards.org/Math/Content/2/MD/C/7) Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.[**2.G.1**](http://www.corestandards.org/Math/Content/2/G/A/1) Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.[**2.G.2**](http://www.corestandards.org/Math/Content/2/G/A/2) Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.[**2.G.3**](http://www.corestandards.org/Math/Content/2/G/A/3) Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.**Assess:**2.NBT.5 (math facts fluency)2.MD.72.G.12.G.22.G.3 |

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| **Sixth Six-Week Grading Period** |
| **ELA** | **Science/Social Studies** | **Math** |
| **Teach:**[W.2.2](http://www.corestandards.org/ELA-Literacy/W/2/2/) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.[RF.2.3f](http://www.corestandards.org/ELA-Literacy/RF/2/3/f/) Recognize and read grade-appropriate irregularly spelled words.***Most standards have been introduced in prior grading periods. Therefore, this grading period provides an opportunity for students to develop in standards they have not yet mastered.*** **Assess:**RF2.3 (Spelling Inventory)RF2.4 (DORF)RL2.10 (TRC)RI2.10 (TRC)W2.2W2.5W2.6 | **Teach:****SOCIAL STUDIES:****2.E.1 Understand basic economic concepts.**2.E.1.1 Give examples of ways in which businesses in the community meet the needs and wants of consumers.2.E.1.2 Explain the roles and impact producers and consumers have on the economy.2.E.1.3 Summarize the concept of supply and demand.2.E.1.4 Explain why people and countries around the world trade for goods and services.2.E.1.5 Explain how money is used for saving, spending, borrowing and giving.2.E.1.6 Summarize the role of financial institutions relative to savings.**Assess:**Social Studies:E.1: E.1.1 - 1.6 | **Teach:**[**2.MD.8**](http://www.corestandards.org/Math/Content/2/MD/C/8) Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?[**2.OA.2**](http://www.corestandards.org/Math/Content/2/OA/B/2) Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.[**2.MD.9**](http://www.corestandards.org/Math/Content/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.**Assess:**2.NBT.5 (math facts probes)2.OA.22.MD.82.MD.9 |