

# Priority Standards, Skills or Topics

## GRADE LEVEL: 2nd Grade

READING					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)	Priority Standard, Skill, or Topic #2	Duration (WEEKS)	Priority Standard, Skill, or Topic #3	Duration (WEEKS)
<p><b><u>CCSS.ELA-LITERACY.RL.2.1</u></b></p> <p>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.</p> <p><i>Teach concurrently w/RF.2.3 &amp; RI 2.1</i></p>	36 weeks	<p><b><u>CCSS.ELA-LITERACY.RI.2.1</u></b></p> <p>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.</p> <p><b>Teach concurrently w/RL.2.1 &amp; RF.2.3</b></p>	36 weeks	<p><b><u>CCSS.ELA-LITERACY.RF.2.3</u></b></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><i>CCSS.ELA-LITERACY.RF.2.3.A</i> Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p><i>CCSS.ELA-LITERACY.RF.2.3.B</i> Know spelling-sound correspondences for additional common vowel teams.</p> <p><i>CCSS.ELA-LITERACY.RF.2.3.C</i> Decode regularly spelled two-syllable words with long vowels.</p> <p><i>CCSS.ELA-LITERACY.RF.2.3.D</i> Decode words with common prefixes and suffixes.</p> <p><i>CCSS.ELA-LITERACY.RF.2.3.E</i> Identify words with inconsistent but common spelling-sound correspondences.</p> <p><i>CCSS.ELA-LITERACY.RF.2.3.F</i> Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>Teach concurrently w/RL.2.1 &amp; RI.2.1</b></p>	36 weeks

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<i>Priority Standard, Skill, or Topic #4</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #5</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #6</i>	<i>Duration (WEEKS)</i>
<p><b><u>CCSS.ELA-LITERACY.RL.2.5</u></b></p> <p>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	36 weeks	<p><b><u>CCSS.ELA-LITERACY.RF.2.4</u></b></p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p><i>CCSS.ELA-LITERACY.RF.2.4.A</i> Read grade-level text with purpose and understanding.</p> <p><i>CCSS.ELA-LITERACY.RF.2.4.B</i> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><i>CCSS.ELA-LITERACY.RF.2.4.C</i> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>Teachers will not be required to provide a grade for this standard, but they need to assess (e.g. aimswebPlus and Journeys or any other testing material).</b></p>	36 weeks	<p><b><u>CCSS.ELA-LITERACY.RI.2.9</u></b></p> <p>Compare and contrast the most important points presented by two texts on the same topic.</p>	36 weeks

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Priority Standard, Skill, or Topic #7	Duration (WEEKS)	Priority Standard, Skill, or Topic #8	Duration (WEEKS)	Priority Standard, Skill, or Topic #9	Duration (WEEKS)
<p><b>CCSS.ELA-LITERACY.RI.2.5</b></p> <p>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>	<p>36 Weeks</p>	<p><b>CCSS.ELA-LITERACY.SL.2.1</b></p> <p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>CCSS.ELA-LITERACY.SL.2.1.A</b></p> <p>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><b>CCSS.ELA-LITERACY.SL.2.1.B</b></p> <p>Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>CCSS.ELA-LITERACY.SL.2.1.C</b></p> <p>Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>36 Weeks</p>		

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LANGUAGE					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)	Priority Standard, Skill, or Topic #2	Duration (WEEKS)	Priority Standard, Skill, or Topic #3	Duration (WEEKS)
<p><b><u>CCSS.ELA-LITERACY.L.2.2</u></b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>CCSS.ELA-Literacy.L.2.2.A</i> Capitalize holidays, product names, and geographic names.</p> <p><i>CCSS.ELA-LITERACY.L.2.2.B</i> Use commas in greetings and closings of letters.</p> <p><i>CCSS.ELA-LITERACY.L.2.2.C</i> Use an apostrophe to form contractions and frequently occurring possessives.</p> <p><i>CCSS.ELA-LITERACY.L.2.2.D</i> Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p><i>CCSS.ELA-LITERACY.L.2.2.E</i> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>36 weeks</p>	<p><b><u>CCSS.ELA-LITERACY.L.2.1</u></b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>CCSS.ELA-LITERACY.L.2.1.A</i> Use collective nouns (e.g., <i>group</i>).</p> <p><i>CCSS.ELA-LITERACY.L.2.1.B</i> Form and use frequently occurring irregular plural nouns (e.g., <i>feet</i>, <i>children</i>, <i>teeth</i>, <i>mice</i>, <i>fish</i>).</p> <p><i>CCSS.ELA-LITERACY.L.2.1.C</i> Use reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p><i>CCSS.ELA-LITERACY.L.2.1.D</i> Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i>, <i>hid</i>, <i>told</i>).</p> <p><i>CCSS.ELA-LITERACY.L.2.1.E</i> Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><i>CCSS.ELA-LITERACY.L.2.1.F</i> Produce, expand, and rearrange complete simple and compound</p>	<p>36 weeks</p>		

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		<p><i>sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</i></p>		
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### WRITING

Priority Standard, Skill, or Topic #1	Duration	Priority Standard, Skill, or Topic #2		Priority Standard, Skill, or Topic #3	
<p><b>CCSS.ELA-LITERACY.W.2.2</b></p> <p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	36 weeks	<p><b>CCSS.ELA-LITERACY.W.2.3</b></p> <p>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.</p>	36 weeks	<p><b>CCSS.ELA-LITERACY.W.2.5</b></p> <p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p style="background-color: yellow;"><b>NOT A GRADED STANDARD, Must be taught and embedded with W.2.2 and W.2.3.</b></p>	36 weeks
<p><b>Priority Standard, Skill, or Topic #4 - CURSIVE</b></p>	Duration				
<p><b>GDOE.3.5.6</b> Write legibly in cursive leaving space between letters in a word, words in a sentence, and words and the edges of the paper.</p> <p style="background-color: yellow;"><b>**to be taught but not used in final grade calculations**</b></p>	36 Weeks				

### MATH

Priority Standard, Skill, or Topic #1	Duration (WEEKS)	Priority Standard, Skill, or Topic #2	Duration (WEEKS)	Priority Standard, Skill, or Topic #3	Duration (WEEKS)
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<p><b><u>CCSS.MATH.CONTENT.2.NBT.A.1</u></b></p> <p>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:</p> <p><i>CCSS.MATH.CONTENT.2.NBT.A.1.A</i></p> <p>100 can be thought of as a bundle of ten tens — called a "hundred."</p> <p><i>CCSS.MATH.CONTENT.2.NBT.A.1.B</i></p> <p>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).</p> <p><b>Teach concurrently with 2.NBT.A.3</b></p>	<p>9 weeks</p>	<p><b><u>CCSS.MATH.CONTENT.2.NBT.A.3</u></b></p> <p>Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p><b>Teach concurrently with 2.NBT.A.1.</b></p>	<p>9 weeks</p>	<p><b><u>CCSS.MATH.CONTENT.2.NBT.B.7</u></b></p> <p>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.</p>	<p>9 weeks</p>
<p><b>Priority Standard, Skill, or Topic #4</b></p>	<p><b>Duration (WEEKS)</b></p>	<p><b>Priority Standard, Skill, or Topic #5</b></p>	<p><b>Duration (WEEKS)</b></p>	<p><b>Priority Standard, Skill, or Topic #6</b></p>	<p><b>Duration (WEEKS)</b></p>
<p><b><u>CCSS.MATH.CONTENT.2.OA.A.1</u></b></p> <p>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.</p>	<p>4 weeks</p>	<p><b><u>CCSS.MATH.CONTENT.2.MD.C.8</u></b></p> <p>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?</p>	<p>3 weeks</p>	<p><b><u>CCSS.MATH.CONTENT.2.MD.C.7</u></b></p> <p>Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>	<p>4 weeks</p>

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<i>Priority Standard, Skill, or Topic #7</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #8</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #9</i>	<i>Duration (WEEKS)</i>
<p><b><u>CCSS.MATH.CONTENT.2.MD.A.1</u></b></p> <p>Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>	2 weeks	<p><b><u>CCSS.MATH.CONTENT.2.MD.D.10</u></b></p> <p>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 1 using information presented in a bar graph.</p>	2 weeks	<p><b><u>CCSS.MATH.CONTENT.2.OA.C.4</u></b></p> <p>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>	4 weeks
<p><b><u>CCSS.MATH.CONTENT.2.G.A.3:</u></b></p> <p>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.</p>	36 weeks				
<b>SOCIAL STUDIES</b>					
<i>Priority Standard, Skill, or Topic #1</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #2</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #3</i>	<i>Duration (WEEKS)</i>

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2.3.2 Read globes and maps and follow narrative accounts using them.	36 Weeks	2.3.3 Construct and develop simple maps with titles, map legends, and compass roses <i>Teach concurrently with 2.3.5</i>	36 weeks	2.3.5 Locate Guam, its surrounding islands, the U.S., selected countries, oceans, and continents on maps and globes. <i>Teach concurrently with 2.3.3</i>	36 Weeks
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SCIENCE					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)	Priority Standard, Skill, or Topic #2	Duration (WEEKS)	Priority Standard, Skill, or Topic #3	Duration (WEEKS)
<b>Unit 1: First Rocks</b>		<b>Unit 1: First Rocks</b>		<b>Unit 2: River Rocks</b>	
<b>2-ESS1-1:</b> Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	18 Weeks	<b>2-PS1-1:</b> Plan and conduct an investigation to describe and classify different kinds of rocks by their observable properties.	18 Weeks	<b>2-ESS1-1:</b> Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	18 Weeks
<b>Unit 2: River Rocks</b>					
<b>2-ESS2-1:</b> Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	18 Weeks				
PE					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)	Priority Standard, Skill, or Topic #2	Duration (WEEKS)	Priority Standard, Skill, or Topic #3	Duration (WEEKS)
<b>2.1.1</b> Perform locomotor skills proficiently and in combinations with developmentally appropriate challenges. <b>EXAMPLE(S):</b> Demonstrate locomotor movement in basic combinations of skill development practice/activities and physical fitness activities/games (e.g., run and leap over a	36 weeks				

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series of obstacles; hop and jump a pattern on a floor ladder; walk and skip in a dance). (S.1.E.1.2)(S.1.E.2.2a)					
<b>HEALTH</b>					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)	Supporting Standard#1	Duration (WEEKS)	Supporting Standard#2	Duration (WEEKS)
2.1.1 Identify that healthy behaviors affect personal health EXAMPLE: Describe and demonstrate that exercising, eating healthfully, and getting enough rest can keep the body strong and healthy.  *Lani Kate	36 Weeks				
<b>MUSIC</b>					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)	Priority Standard, Skill, or Topic #2	Duration (WEEKS)	Priority Standard, Skill, or Topic #3	Duration (WEEKS)
2.3.2 Sing simple songs and play singing games from various cultures.	36 Weeks				
<b>ART</b>					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)	Priority Standard, Skill, or Topic #2	Duration (WEEKS)	Priority Standard, Skill, or Topic #3	Duration (WEEKS)

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2.2.1 Demonstrate beginning skill in the use of basic tools for printing (drawing), crayon rubbings, and collage.	36 Weeks				
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<b>TECHNOLOGY</b>			
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ISTE Standard 1: Empowered Learner (EL)	Duration (WEEKS)	ISTE Standard 2: Digital Citizen (DC)	Duration (WEEKS)
Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.	YEARLONG	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	YEARLONG