

## 2nd Grade Quarter 1: Syllabus

The chart below outlines the instructional focus per subject for the 1st quarter.  
If you have any questions, please reach out to your student's teacher.

### ***English Language Arts/Reading*** ***\*See Appendix A for a list of daily recurring standards.***

Students will:

- Orally answer who, what, when, where, why, and how questions about a text...using complete sentences to provide key ideas and details
- Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant- e, vowel teams, consonant-le, & schwa syllables
- Apply knowledge of multisyllable word construction and syllable division principals to decode grade-appropriate multisyllabic words
- Decode and encode words with consonant digraphs, trigraphs, and combinations
- Decode and encode words with vowel-r combinations. Examples: ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur
- Decode and encode words with *or* after *w* read /er/.
- Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition. Examples: pro-, trans-, non-, mid-; -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly
- Use knowledge of antonyms and synonyms
- With prompting and support, interpret figurative language
- Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections
- Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words
- Identify new vocabulary and the use of word meanings in text to establish real-life connections
- Use grade level academic and domain specific vocabulary in writing
- Use content knowledge built during read-alouds and independent reading of informational and literary texts...through writing
- Explain the plot of a narrative, using textual evidence to list the major events in sequence
- Describe the characters' traits, feelings, and behaviors in a story
- Describe the setting of a narrative, using textual evidence
- Identify the theme in myths, fables, and folktales, the text
- Identify the main idea and supporting details of literary and informational texts
- Explain how the supporting details contribute to the main idea
- Recount or summarize key ideas from a text
- Explain how specific features can clarify a text or enhance comprehension
- Identify the text structures within literary and informational texts, including cause and effect problem and solution, and sequence of events
- Use background knowledge to make connections to new text
- Draw conclusions based on the text
- Use information from a text to determine the author's purpose in different forms of informational and literary texts
- Demonstrate listening skills and build background knowledge by asking and answering questions about texts read aloud
- Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open,

closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le

- Apply knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly
- Encode words with consonant digraphs, trigraphs, and combinations
- Encode words with vowel-r combinations
- Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition
- Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion
- Write an opinion piece about a topic or text with details to support the opinion, using transitional words and providing a sense of closure
- Write complete sentences demonstrating knowledge of punctuation conventions
- Use punctuation to set off interjections
- With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence
- Demonstrate understanding of standard English language conventions when writing
- Identify the role of a **noun**, verb, adjective, and adverb within a sentence and explain the type of information it conveys

### ***Math***

Students will:

- Fluently add and subtract within 20.
- Work with equal groups.
- Investigate attributes of shapes and use them to identify and draw triangles, quadrilaterals, pentagons, hexagons, and cubes.
- Partition plane figures into equal shares.
- Extend understanding of place value to 1,000.
- +0-3 Addition Single Digit.
- Mixed Addition & Subtraction to 20.

### ***Social Studies***

Students will:

- Relate principles of American democracy to the founding of the nation.
- Identify national historical figures and celebrations that exemplify fundamental democratic values, including equality, justice, and responsibility for the common good.
- Identify ways people throughout the country are affected by their human and physical environments.

### ***Science***

Students will:

- Collect and evaluate data to determine appropriate uses of materials based on their properties (e.g., strength, flexibility, hardness, texture, absorbency).
- Design and construct models to simulate how animals disperse seeds or pollinate plants (e.g., animals brushing fur against seed pods and seeds falling off in other areas, birds and bees extracting nectar from flowers and transferring pollen from one plant to another).
- Obtain information from literature and other media to illustrate that there are many different kinds of living things and that they exist in different places on land and in water (e.g., woodland, tundra, desert, rainforest, ocean, river).

Reminders

- We teach the academic standards adopted and approved by the State of Alabama Department of Education. The standards may be found at the website linked [HERE](#) and may also be found by visiting <https://www.alabamaachieves.org/acad-stand/>.
- A chart listing the curriculum resources is available on the school and district websites.

## Appendix A

Below is a list of standards/objectives taught daily as part of our ELA program.

Oral Language	Fluency	Phonics/ Word Analysis	Comprehension/ Vocabulary	Grammar/ Writing
<p><b>2.1</b> Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.</p> <p><b>2.3</b> Demonstrate oral literacy skills by participating in a variety of oral language activities.</p> <p><b>2.7(a-f)</b> Demonstrate standard English usage when speaking.</p>	<p><b>2.11</b> Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.</p> <p><b>2.12</b> Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.</p> <p><b>2.14</b> Read high-frequency words commonly found in grade-appropriate text.</p>	<p><b>2.10</b> Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context</p> <p><b>2.10b</b> Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words</p> <p><b>2.10c</b> Decode and encode words with three-consonant blends and blends containing digraphs</p> <p><b>2.10n</b> Decode and encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.</p>	<p><b>2.15</b> Utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge.</p> <p><b>2.20</b> Use grade-level academic and domain-specific vocabulary to gain meaning from text.</p> <p><b>2.21</b> Use grade-level academic and domain-specific vocabulary in writing.</p> <p><b>2.22</b> Use content knowledge built during read-alouds and independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.</p> <p><b>2.25(a-b)</b> Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.</p> <p><b>2.28</b> Establish a purpose before reading literary and informational texts to enhance comprehension.</p> <p><b>2.35</b> Demonstrate listening skills and build background knowledge by asking and answering questions about texts read aloud.</p>	<p><b>2.37(a-c)</b> Write legibly</p> <p><b>2.38 (b,e,o)</b> Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.</p> <p><b>2.21</b> Use grade-level academic and domain-specific vocabulary in writing</p>
<p>● <b>3.23</b> Identify and use text features in informational passages to locate information.  <i>*This standard is covered weekly in the Science/Social Studies connection texts.</i></p>				